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FINAL REPORT

"COUNTING OUR ASSETS"

An Operations Research project to assess the impact of a performing arts programme on the social and cognitive competencies of at-risk adolescents.

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BACKGROUND AND RATIONALE

In the summer of 1997, ASHE Artistic Director, Joseph Robinson approached the Consultant requesting assistance in the design of an operations research to assess the impact of the ASHE programme on its young participants. NGOs funded at the time by the Uplifting Adolescents Project (UAP) were being offered the opportunity to apply for one of the twelve research grants of (maximum) US\$50,000. The Consultant was interested, discussions began and a proposal was presented to UAP in January 1998. The Consultant used part of a 2-month sabbatical visit in late 1997 at a Children's Research Centre at the University of Chicago to review current literature on similar attempts to measure such programmes.

In the proposal to UAP, the rationale for undertaking the project was described thus:

"Youth Development programmes around the Caribbean are seeking in a variety of ways to arrest or slow the rising indicators of juvenile crime, adolescent experimentation with and abuse of drugs, early sexuality and child-bearing, and of poor academic performance, particularly for males. Some programmes are primarily educational; other work remedially and therapeutically with children already in serious difficulties. Other programmes attempt to prevent self-harming choices through a range of leisure time activities offering alternative choices for young people. Many claims are made for the effectiveness of these varied approaches to youth development and remediation. Subjective and observational evaluations of these programmes suggest varied positive outcomes on the self-perceptions, attitudes and behaviour of the young people served. But to date, we do not know of any rigorous measures applied to such programmes to tell us reliably what interventions have produced what results over what period of time.

Are there common elements which can be identified across programme which figure significantly in perceived and measurable changes in participants? Can specific changes in attitudes and behaviours be measured over time? Can the long-term impact of such changes be captured? Can such measures assist us in programme planning, and in assessing the most cost-effective interventions for specific age groups? These are but a few of the questions which arise when we address issues of programme assessment critically.

It was proposed to use the research within ASHE's Solid Youth Project, as a case study for developing and testing measurement tools which could then be applied to a range of projects to help evaluate programme efficacy and impact. ASHE is one of several Caribbean programmes which use aspects of the performing arts for the personal and social development of young people. In addition ASHE deliberately targets young persons for its interventions who are deemed to be 'at risk'.

In its 6-year history preceding this research period, ASHE had assisted hundreds of young people to develop a range of personal and performance skills through structured experiences in dance, drama, music and other personal development activities. The Solid Youths Project funded by UAP and other funding since 1996, targeted 550 children ages 10 through 14 who can be considered variably 'at risk' – from conditions of parents, family dysfunction, educational disadvantage and peer/community sub-culture of violence, drug use and early sexuality. It was particularly because of these specific targeting objectives that ASHE presented as a particularly exciting challenge to use as a testing ground for impact assessment.

ASHE had three years of prior experience working with such young people through summer outreach programmes in inner city Kingston communities, and the subsequent audition and recruitment of some of the more talented participants for ASHE's Academy (See UAP project description of "SOLID YOUTHS: Through the Performing Arts" for background detail). Many persons have informally attested to the benefits these experiences provide the young participants, but there has to date been no substantive evaluation of the impact of such participation on the attitudes behaviours and skill acquisition of these children, or on their choice or rejection of risk-taking behaviours. Thus ASHE seeks to develop a system of data collection and participant testing which can not only assist in more closely meeting the needs of its target group and improving its programme approached, but which could similarly assist other programmes servicing similar target populations.

The Director and ASHE team's enthusiastic convictions about the demonstrated benefits of the ASHE activities on its participants, added to similar assumptions of many external observers of ASHE's work, fuelled the project's development throughout – up, over and through many research hurdles. The ASHE team wanted to prove scientifically – once and for all – that what they believed were positive changes in the lives of young people as a result of their participation, were in fact documentable. The Research Co-ordinator, particularly after the review of similar attempts in other settings, was more modest, hopeful that the outcomes of the research activity would assist ASHE's system of data collection and documentation to enable ongoing impact research, and possibly to inform similar programmes of wanting to assess programme impact. By testing a new instrument designed for this project it was also hoped to provide a practical tool, amended as necessary by the research exercise, for uses in a range of programmes for similar target populations.

Why was the research co-ordinator more modest in expectations?

1. The experience of a major measurement project of the CCDC related to young children had provided sobering lessons on the difficulties of instrument development and their environments, – especially issues of validating any new instrument against existing norms for this age group. It was for this reason that consulting help was obtained from Dr. Maureen Samms-Vaughan, whose experience with norming international measures for Jamaican children's cognitive performance and behaviours is well known.

2. A search for similar assessments of behaviours, attitude change came up woefully short, particularly when focussed on performing arts projects. Skills achievement in the arts – as in many types of technical training can be objectively measured, but attitudes, behaviours, especially risk-taking behaviours, are far more elusive targets.

The most specifically relevant study in the literature review was the 1996 summary report of the US Presidents' Committee on the Arts and the Humanities. Six hundred arts and humanities programmes were initially screened for those which work primarily with at-risk children outside school curricula, with youth development as an expressed goal. Two hundred eighteen programmes meeting these criteria were examined for principles, policies, practices and lessons learned.

The effectiveness of these programmes related to many factors, including their individuality, deriving directly from the ingenuity of the entire arts and humanities field. However, some common threads included:

- The ability of arts and humanities activities to **engage** young people, then impart new skills;
- The **child development “building blocks”** provided within the activities offered (very similar to the “assets” approach to preventive programming noted above);
- The provision of other **needed support services** through individual work with participants and their parents.

Of greatest usefulness, however, was the section on **programme evaluations**. Many projects testified to the positive differences made in children's lives, but only a few were able to document with some reliability, the positive correlation between programme participation and cognitive development, interest in learning, motivation, organisation, self-perception and resiliency. *Project Self Discovery* in Denver, one of the most extensively evaluated of the arts projects, is very similar to ASHE's Solid Youths programme in its target group and its programme goals and activities. The project's assessment instruments have been able to document significant improvement among participants on both risk and resiliency indicators; these improvements have been maintained through retest periods. The researchers in fact had an opportunity to visit this programme and to review the documentation of its research outcomes. However the research costs of this meticulously documented study put it well beyond the possibility of replication.

The other very informative set of materials reviewed related to efforts to measure **participant's self-esteem**. For over two decades developmental and educational programming has focussed on the importance of developing and measuring participant **self-esteem**. Not only has this proven an elusive task, it has increasingly been debunked as a goal in itself. In fact, it has been asserted that “self esteem has little or no impact on academic achievement, or on drug use, violence or any other serious problems”.¹ Violent criminals, studies show, often have high self-esteem. More recent evidence suggests that

¹ Weissbourd, R. (1996) *The Feel Good Trap*, in *The New Republic*, volume 216.

both effectiveness in adult life and self esteem depend on a wide range of intellectual and social competencies.

Thus the development of an instrument to be tested within the ASHE setting included the goal of assessing young persons' "intellectual and social competencies" as – perhaps – a more reliable indicator of positive programme benefits than a self esteem measure alone. Self-esteem is assumed to be a natural by-product of demonstrated achievements and skills among participants.

THE PROJECT DESIGN

Goal and expected outcomes

The original overall goal of this project was ambitious: it was to test the claims of its founders, participants, parents and audiences as to the benefits of the activities provided. It proposed to assess whether such perceived gains of participation translate into measurable personal and social assets and improved academic performance, and serve to reduce adolescent risk-taking behaviours such as early sexual activity, drug and alcohol experimentation or anti-social criminal activity.

The research at its outset anticipated the following results:

1. Evidence of the extent to which ASHE's modes of intervention have successfully prevented adolescent risk-taking behaviours and strengthened the personal assets base of its participants;
2. The establishment of a data collection system for ASHE that will enable the Foundation to evaluate the impact of its programme on an ongoing, systematic, and long-term basis, thus adding significantly to the region's literature on programme assessment; and
3. The development of testing instruments as models for use by other developmental youth programmes serving at-risk Caribbean youth.

Experimental design and instruments selected/developed

An experimental design was devised (and re-devised between project approval in April 1998 and June 1998) that would compare a target number of 150 new participants to the ASHE Solid Youth Programme, ages 10-14, with a control group of 100 children of comparable background, before and after the experimental group participated in ASHE's programme for one year. To address issues of validity it was decided with Dr. Samms-Vaughan that instruments already validated within a major longitudinal study of Jamaican children (GOJ/Department of Child Health)² would be used with both sets of

² Samms-Vaughan M, Jamaica Cohort Study 1987-1999

children as well as a new questionnaire designed by the Research Co-ordinator. The instruments selected would provide data on:

- The socio-economic background of the selected sample children
- The cognitive and academic functioning of the children
- The levels of violence to which these sets of children have been exposed
- The performance and behaviours at school, provided by the children's teachers.

The newly devised instrument ("Counting Your Assets") would obtain information about selected indicators we called the "assets" of children lives. Such building blocks of child development are family relationships, school experiences, work experiences in and outside the home, self-perception indicators, peer relationships including sexual experimentation, risk-taking behaviours (such as drinking alcohol, smoking, drug use, etc.), attitudes to their community and wider culture, and personal skills, talents, habits, group memberships and views of their futures. Two ASHE inputs were important to this design – one was a focus group with the senior ASHE staff about what they saw as gains that children who participate in ASHE demonstrate over time. Since the senior staff were in fact ASHE participants from its outset, much of this input was personal reflection on gains they experienced. They also talked about aspects of their students' experiences as they saw their progress through the ASHE activities. The summary notes of that meeting are appended. The second input was the list provided by Mr. Robinson on the goals of the ASHE programme in 'developing the total self'. That document is also appended.

Timetable for Interviews

It was proposed to begin recruitment of the experimental and control groups with the September intake of children of 1998. The UAP office, however, had anticipated an earlier timetable and insisted that the project begin with summer intake of students. Although appreciating the concern for start-up, this proved a costly decision because of the high drop out of children who came only for the summer programme and did not remain for September. A second intake for experimental children had to be undertaken in October - November to arrive at an initial experimental group of 127 subjects. Mr. Robinson also raised the recruitment age to 16 at this point.

The control group recruited during the summer remained the control group for the study but was much smaller than expected for several reasons, primarily related to staff deployment and the lesser availability of the control group subjects.

The control group children were the ones who were told at enrolment that they would be able to attend ASHE the following summer, not that summer. They were given the cognitive tests and then as many of the other questionnaires as could be completed.

Staffing

Because of the level of training and inter-rater reliability required for the cognitive testing of the children, a team of DCH nurses already experienced in their use was used to administer these tests. Because of budget limitations it was decided that ASHE senior staff (the Ensemble members) would administer all the other questionnaires, with Joseph Robinson, Research Director, providing the day-to-day supervision of the staff team. Dr. Samms-Vaughan and the Research Coordinator conducted a training session with the ASHE staff team which provided them the rationale of the project, the importance of their role in its completion and a practice session using the draft questionnaire which demonstrated the importance of eliminating interviewer views and interpretation, as well as helpful amendments to wording, dropping of unnecessary or confusing questions, etc.

LIMITATIONS OF THE STUDY

A. Staffing. The decision to use ASHE staff proved only in theory to be practicable. The team demonstrated they were certainly capable of the exercise but the demands for completion of the questionnaires per child (taking 45 minutes and 25 minutes on average) and a parent questionnaire (requiring the location of the parent and an interview taking an average of 30 minutes) proved to be unrealistic for staff expected to teach and perform within an often demanding timetable, including a month's tour at one point in the middle of the research period involving virtually all staff trained to administer the forms.

B. Budget. The research budget did not allow additional independent researchers to be hired, nor for a staff person who could be present at ASHE on a consistent basis to record and assist with all the components of the Operations Research. Expecting the Research Director to accomplish the day-to-day recordkeeping and supervision also proved unrealistic for the same reasons as those for the staff team. Simply put, their primary responsibilities for teaching and performance came first.

The school assessment unfortunately had to be abandoned. A part-time research assistant was hired in the first quarter of 1999 to do this but found the task frustrating, costly and – ultimately – beyond the capacity of this project. After obtaining only 19 completed forms over a 3 month period, this aspect of the study was dropped.

C. Timetable. Because of the need for a second intake to provide a larger experimental group, the period for assessment for most experimental children didn't begin until late in the final quarter of 1998. Retesting was to be done on both control and experimental groups after one year of programme activity. This could therefore not begin until after the last quarter of 1999. The completed second set of questionnaires were not in fact completed until early May 2000. Analysis of the data sets is still not fully completed because of this delay, linked

with limited availability of the computer specialist, research coordinator and consultant over the period since completion.

D. Completed data sets

The greatest limitation of the findings which follow is their limited application, because the final data sets were much smaller than originally proposed. The final tally on completed data sets were as follows:

Cognitive tests administered	104 (E+C)
Socio-economic forms completed by parent/guardian	79 (E+C)
Exposure to violence	105 (E+C)
Assets questionnaires	1 st set 127 (E+C) 2 nd set 72 (E+C)

For the first two instruments, re-testing was not required; for the cognitive tests, re-testing was desirable, but the numbers were too small to have justified the expense for more than questionable results. The data obtained from the first three have been used to describe the characteristics and experiences of the population recruited.

However, to compare a first and second time administration of the Assets questionnaire, there were finally only 69 persons who completed both sets – **51 experimental and 19 control** children. Since these numbers are well below the target figures proposed as necessary for solid validation of the data, **the findings which follow must be read strictly with this limitation in mind.**

FINDINGS

Descriptors of the Experimental and Control Group Populations from the Socioeconomic Questionnaire (Appendix III)

The Socioeconomic questionnaires were administered to a parent or surrogate parent of 79 children by members of the ASHE staff team. The group of 69 children who completed the Assets questionnaire two times are all included in this number. Therefore the descriptive data below can be said to fairly represent the study subjects. The first two tables indicate the gender of the study sample compared to the General Kingston population, and the parent figures with whom the study subjects live.

GENDER		
	Kingston	Study Groups
Male	49.1%	41.8%
Female	50.9%	58.2%

Child lives with:					
	Males		Females		Number
	Control	Experim.	Control	Experim.	
Birth Mom & Birth Dad	2	10	2	16	30
Surrogate* M & Surr. D	-	1	-	-	1
Single Birth Mom/Dad	1	3	1	5	10
Single Surr. Mom/Dad	4	1	1	7	13
Birth Mom/Surr. Dad	2	3	3	2	10
Birth Dad/Surr. Mom	1	-	1	2	4
Totals	10	18	8	32	68

***Surrogate parent:** Step-parent, foster parent, parent's boyfriend/girlfriend, legal or informal guardian

Data missing for 11

In comparison with the Jamaica Cohort Study (of all Kingston and St. Andrew children born in October 1987), this sample represents a higher than average number living with both natural parents (44 %); note however the high number (11) who did not provide this information.

When asked "What is the relationship between the child's mother and father figure?" the responses were as follows:

Relationship of present parent figures:			
	Control	Experimental	Percentage
Divorced/separated	3	13	21
No relationship	1	14	20
Common law	3	7	13
Married	1	6	9
Visiting Relationship	1	6	9
Other	1	2	4
Not applicable/not known	9	8	23
Total	19	56	

Data missing: 4

The interviewers may not have presented the above two questions with enough clarity, as it is difficult to interpret one against the other in relation to 30 respondents who said that the study child lived with both biological parents, but only 17 note that the parent figures are married or living common law. The high number of relationships in the "not applicable" or "not known" category may hide the answer to this question.

The socioeconomic status of the study children was calculated after reviewing the answers to questions 41 and 42 on the questionnaire, questions that ask the respondents to indicate whether they have listed possessions, and the type of toilet facilities, water

source and fuel source they have. In the much larger Cohort study, these indicators were found to accurately indicate relative socioeconomic levels.

To arrive at a summary indicator of financial status for comparison purposes, the total number of possessions listed by the respondents for the Control and Experimental groups were then divided by the number of children in each group. The result shows that the control and experimental groups were generally from the same socioeconomic level:

Control:	6.11 (ave. number of possessions)
Experimental:	6.07

By comparing this study sample with the larger Cohort study total, the study group has a somewhat higher average number of some items: Cable TV, refrigerator, freezer, living room set, stereo, phone, while having fewer cars, and about the same numbers of televisions and washing machines as the general Kingston population.

Very high numbers of both groups had indoor toilets (individual or shared access), piped water, and use gas for cooking fuel. This is consistent with the general Kingston picture; it is in the more rural areas where these indicators would signal significant socioeconomic differences.

Of the study sample, 25% live in homes where 1-2 rooms are used for sleeping. In an earlier preliminary analysis of 126 children completing the Assets form, the average family size was over 5 persons per household, suggesting some possible overcrowding.

There is much more detailed information from other questions on the Socioeconomic form that will be available to ASHE for further uses if desired. However, the above indicators and the one to follow were selected for analysis by Dr. Samms-Vaughan as ones which have been significant in describing respondent populations.

Perhaps one of the most disturbing findings from the Socioeconomic form derives from the responses to questions on Family Function, which probed the ways that family members relate, help each other, solve problems, share information and feelings, administer discipline, make decisions, etc.

In uses of this form with other groups, summary answers have been statistically ranked within five categories within an overall "Family Function Scale" which measures the family's cohesiveness and adaptability. Families ranking in the higher categories on this scale can be said to have a strong "asset base" for supporting each other and finding fair solutions to problems; they function in generally healthy ways.

Of the 42 responses completed by the parents/parent surrogates for this set of ASHE study children (10 Control, 32 Experimental), all but one control scored in the lowest, or least functional category. The implications of this one item are significant for the study group, as it means that the environments in which they live display high degrees of dysfunctionality, suggesting a weak base of modeling for positive relationships. This is important for programming purposes, and for understanding the behaviours and attitudes

of the children who come from these environments.

B. Exposure to Violence Questionnaire (Appendix IV)

This form probed the kinds of experiences and exposure the research subjects have had in relation to violence at home, school or within their communities. The questionnaire is organized to ask a series of questions to determine what exposure to violence the child has witnessed generally, has experienced as a victim, as an aggressor, within the school and family setting.

Exposure forms were completed by 105 children in interviews with ASHE staff, 84 Experimental children and 21 Control). All of the 69 "assets" comparison groups were included in this total. Thus it can be said that the data obtained on the 105 represent the comparison control and experimental groups with fair accuracy. It should be noted that Date of Birth information from this questionnaire indicates that the control group was somewhat older than the experimental. While the ages for both groups ranged from 10 to 17 when tested, the average age of the control group was 14.57 years at 11/98 while the experimental group averaged 12.96.

1. Exposure to Violence as a Witness

Children were asked to answer questions about any occasions in which they witnessed persons hurting each other at home, school or in any other place, and then probed the frequency of these occasions within the past 4 weeks. They were then asked more specifically about violence they experienced as victim or aggressor, or witnessed their family. The full data set of this information is available to ASHE for analysis. The following summary, though, presents some of the sobering realities of these children's lives.

Have you ever seen anyone...		
	% of Control Group	% Experimental Group
Fighting?	100	91
Robbed?	33	32
Stoned?	65	65
Stabbed?	67	46
Shot?	43	20
In gang war?	57	40
Raped/forced to have sex?	14	12
Threatened with serious harm?	57	58
Arrested?	86	58
Who had acid thrown on them?	10	12

2. Exposure to Violence as a Victim and as Aggressor

Have you ever been...		
	% of Control Group	% Experimental Group
Beaten up?	19	30
Robbed?	19	12.5
Stoned?	9.5	21
Stabbed/ stabbed at?	9.5	7.5
Shot/shot at?	9.5	--
Forced to have sex against your will?	4.7	6.2
Threatened with serious harm?	38	24
Harassed by the police?	9.5	3.8
Arrested by the police?	--	2.5

Have you ever carried a weapon? Yes: Control 38% Experimental 19%
 Knife and stone were the weapons most commonly carried.

Numbers who admitted using weapons in fights at home/school/community:

Hands, feet: 19

Knife 7 Where have you been in fights (within past 4 weeks)?

Stone 7 Home 21 School 26

Other: 14 Community 16 Other 12

3. Conflicts at School and Home

The children were asked to recount types of possible **conflicts with a teacher**, and then to similarly indicate **conflicts that occurred between adults within the home**.

Has a teacher at your school ever....		
	% Control	% Experimental
Insulted you, told you bad words?	24	13
Sulked, refused to talk to you?	19	16
Stomped out of the classroom?	43	22
Done/said something to spite you?	33	11
Threatened to hit/spank or throw things at you, but didn't do it?	10	20
Threw hit, smashed or kicked an object but not at you?	5	15

Threw an object at you?	10	13
Pushed, grabbed, slapped, hit or spanked you?	19	27
Beat you with belt, stick, board, etc.	14	31
Kicked, bit or beat you up	--	1
Threatened to or did hurt you with knife or gun?	5	2

Has an adult in your home ever...		
	% Control	% Experimental
Insulted you, told you bad words?	67	60
Sulked, refused to talk to you?	43	35
Stomped out of the room or house?	24	17
Done/said something to spite you?	52	37
Threatened to hit/spank or throw things at you, but didn't do it?	62	57
Threw, hit, smashed or kicked an object but not at you?	29	33
Threw an object at you?	*	*
Pushed, grabbed, slapped, hit or spanked you?	48	59
Beat you with belt, stick, board, etc.	38	56
Kicked, bit or beat you up	19	17
Threatened to or did hurt you with knife or gun?	10	1

When adults at home argue, do they....		
	% Control	% Experimental
Insult, tell each other bad words?	52	47
Sulk, refuse to talk to each other?	52	48
Stomp out of the room or house?	62	26
Do or say something spiteful?	65	31
Threaten to hit/spank or throw things but don't do it?	48	32
Throw, hit, smash, kick an object, but not each other?	10	16
Throw objects at each other?	14	25
Push, grab, slap or hit each other?	14	19
Beat each other with stick, board, etc.?	5	6
Kick or beat each other up?	5	14
Threaten to/actually hurt each other with knife or gun?	19	14

5. Frequency

These responses indicate that large numbers of the study children, in both experimental and control groups, have observed and participated in a considerable amount of violent behaviour. The data above only tell part of the story, for they do not indicate frequency of these occurrences. Not all children indicated the frequency of the above incidents within the last four weeks. But those who did suggest that the figures above are a "tip of the iceberg". Frequencies are recorded within the "witness to violence" section of only one time up to 20 times (stoning), and 25 times (stabbing). Children in both the control and experimental groups had seen someone shot or being shot at, frequency noted was up to five times in both groups. Of the thirteen children (both groups) who witnessed rape, three indicated they had seen this more than once. Seven children had seen persons arrested at least 4 times within as many weeks.

Numbers of children who were victims of violence were generally smaller than those who witnessed violent acts, but frequency was also seen among victims: one child had been stabbed or stabbed at twice; one child had been stoned six times, one had been forced to have sex four times—all these reportedly within the past four weeks. Several of those children threatened with serious harm also indicated that this happened more than once within the past four weeks; two children reported this happened 6 and 8 times respectively.

Frequency of conflicts within the school and home setting, when noted, were similar to the frequencies noted above—quite a few children are exposed to violence behaviour with some frequency both at home and school.

ASHE's valued goals of developing skills for conflict resolution and personal discipline are clearly important ones for young persons exposed to so much violence, and who, by their own admission, are often involved in aggressive acts themselves.

C. Counting Our Assets Questionnaire (Appendix V)

A major goal of this Operations Research was to pilot test this instrument which was designed to measure attitude and behaviour change related to specific goals of the ASHE project. These ASHE goals are spelled out in the appended document "The Power Within" (Appendix II), and in the Curriculum for the programme, published within this past year in a facilitator's manual and accompanying student manual as "VIBES", and reiterated by the staff in the meeting with the Researcher on the impact of the programme on themselves and the students (Appendix I).

The instrument also obtained a considerable amount of background information on the young persons in both the Experimental and Control groups. The purpose of this information was to provide background for the purpose of more effective programming—for ASHE or for other programmes that might wish to adapt the instrument for their own purposes. After the first round of interviews using the "Assets" questionnaire, a preliminary report on the data obtained was prepared in order to describe the overall

ASHE population . That preliminary report is appended to provide an overview of the kinds of information and "trends" within the population of children who attended ASHE during the testing period. It cannot be cited as exactly describing the control and experimental groups, as it includes more than the 69 who ultimately were administered the ASSETS questionnaire twice.

The data set is extremely rich. It is beyond the time and resource constraints of this final report to include a review of the full range of data obtained. The data set will be available to ASHE, and the ASHE team has been offered a workshop in September with the Consultants to explore how they might mine this data further for their purposes.

For the present reader, the preliminary report can be referred to in terms of some of the general descriptors of the population served by ASHE. What was of more importance to the ASHE Foundation itself, and to other organisations using, or wishing to use, performing arts as part of their developmental programme, was whether the operations research was able to *prove* with this instrument that attitudes and behaviours of the children changed in positive directions. We have already stated in the limitations section why we cannot make any claims about the validity of the data which follows because the sizes of the experimental and control groups were too small. What is presented below, therefore, are perceived "trends" that were indicated by comparing the two groups after one year of administering the first test. The trends overall suggest that attitudinal change is measurable with this instrument, and that the changes that seem significant, particularly in children's self-perceptions, are in generally positive directions.

What are summarised below, therefore, are those five sections of the ASSETS questionnaire in which children were asked to rank their opinion/perception/feeling on a scale of 1 to 4 (Very true, Sort of true, Not so true, and Very untrue), as it is in these sections that change would be registered. The actual data tables are appended.

A. SCHOOL LIFE (Questionnaire B5)

On the majority of the questions, the control group and experimental group differ very little. Both generally see themselves as talkative in school discussions (84%C, 82%E), which changed only slightly downwards on Time 2 (the second time the questionnaire was administered). Three-quarters of both groups think that their teachers see them as leaders; this lessened for the experimental group slightly in Time 2, increased somewhat for the control group. Both groups saw school work easier at the time of Time 1 than they did at Time 2, probably a realistic function of their moving to a higher level of academic demands.

It was interesting that the control group enjoyed school somewhat less by Time 2 (dropping from 94% to 89%), but the experimental group stayed at 94%, though their responses were somewhat less enthusiastic, shifting somewhat more to "kind of true" than "very true".

It may be significant—and a point to examine with the ASHE children—that while 78% of the control group stated that they still got their homework in on time (from 78% in

Time 1), this was not so true of the experimental group, which moved from 83% to 65%, and a shift in "very true" from 65% to 31% within that. ASHE sessions do take up a considerable amount of time after school two days a week and on weekends, if students faithfully attend, and this may be a problem for maintaining their academic standing. ASHE staff say that they urge students to keep up their studies; whether this is really happening may need to be more closely examined.

While fewer of the control group felt they liked most of their teachers by Time 2 (from 94% to 77%), more of the experimental ones did, moving from 84% to 92%. The experimental group also showed an encouraging trend in response to the statement "You like people to know you go/went to that school". While the control group dropped from 82% to 67% over the period, the experimental group went from 79% to 91% in favourable feelings about their school. It is possible that children who feel better about themselves translate those feelings into better feelings about their surroundings.

It is not surprising that the last statement about extra-curricular activities at school indicated that the experimental group's participation had dropped over the period. It would suggest that their extra-curricular energies were being directed into ASHE rather than into other on-site school activities.

B. CLOSE FRIENDSHIPS (Questionnaire F2)

This section of the questionnaire probed the sensitive areas of close friendships and sexual attitudes and behaviours. Again, like the section on Education, there were not many appreciable differences between the control and the experimental groups. The experimental group became somewhat less trusting to confide secrets to their friends; more than half of both groups felt they had many friends who wanted to be like them (and this rose slightly for both groups between testing times), and both groups feel strongly that friends are more important than sex (this dropped very slightly for the experimental group from 88% to 82%). More children in both groups felt they could talk more comfortably with others about sex (from 56% to 78% for control, from 64% to 71% for experimental), which probably suggests their being a year older rather than anything else.

More experimental children would lie for their friends if asked than would the control children, and a higher percentage of the experimental group feel that money is more important than friendship, though there was movement towards more children in both groups saying that this statement was very untrue (from 78% to 83% for the control group, and from 71% to 78% for the experimental group).

Both groups feel that they would far rather be with their friends than be alone, but the experimental group felt this even more by the end of Time 2 than at Time 1 (from 69% to 80%, as compared to 89% both times for the control). The ASHE programme emphasizes the importance of friendship and displaying friendship and affection; this indicator could be a trend that friendships have become more important to the ASHE members.

It was a little puzzling to find that a higher percentage of the control group knowing the meaning of "wet dream" than the experimental group, until recalling that the control group is 1 ½ years older than the experimental group on average, and there are a higher percentage of boys in that group. However, ASHE programme provides a considerable amount of information about sexuality and the workings of the reproductive system, so a question still remains why 43% of the experimental group still felt they did not know what a wet dream means.

There were no significant differences between attitudes to whether the man should be head of the house (both groups increased in conviction that this should be so, though less dramatically for the experimental group), and both groups felt almost totally that partners should not cheat on each other.

There were two responses that suggest impact on the experimental group in desired directions:

- 1) When responding to the statement that "having a girl/boy friend means you should have sex", the control group answered in the affirmative 17% in Time 2 after 11% in Time 1. In the experimental group, the percentage went down from 15% affirmative to only 8%.
- 2) When given the statement "sometimes it's O.K. for a man to beat his woman", the control group in Time 1 felt this was very untrue 88% of the time added 6% "not so true" responses by Time 2. The experimental group moved from 77% very untrue to 95%, a considerable strengthening of conviction. This is significant because of ASHE's emphasis on learning conflict resolution techniques within relationships.

C. TAKING RISKS (Questionnaire Section G2)

Learning to take risks, and assess the consequences of taking risks, is a central part of growing up for all adolescents. This section of the Assets questionnaire asked children to address whether they display behaviours that are often described as high risk or illegal behaviours. As in all sections of the questionnaire, they were assured that this information would be kept confidential in terms of individuals.

In terms of smoking cigarettes and ganja, there were slight increases in frequency noted for both groups one year after first testing. None of the experimental group said they smoked cigarettes often, but "never" changed for this group from 83% to 67%, suggesting a rise in occasional use. 22% of the control group smoke ganja often or once in a while, while only 10% of the experimental group do, though for both groups frequency of those who do smoke was up somewhat.

In terms of stealing from family or stealing from others there was little change—86% or more from both groups have never done this. It was interesting, though, that for the experimental group, the "used to" response went up slightly—are they

simply now being more honest? Numbers are far too small to take this beyond speculation.

Use of beer and wine is up in the same measure for both groups—from 33/34% at Time 1 to 72% at Time 2. But use of hard liquor went up from 17 to 28% in the control group, while it dropped in the experimental group from 11% to 8%.

No one in either group has taken cocaine or any illegal drug by needle. 95/96% have never run away from home, and few (17% of the control group by Time 2, and 8% of the experimental group) had ever driven a car without a license.

The only major difference between the groups was on the incidence of gambling for money. The control group moved from 100% “never” to 66%; 33% gambled for money once in a while or often. Of the experimental group, 94% said at Time 1 that they had never gambled for money, 80% at Time 2. Only 15% said they gambled once in a while, and none said they did it often.

Few of these children have been a member of a gang, though 2 in the control group and 4 in the experimental said they were in one “often” by Time 2. Carrying weapons increased in both groups; the control group moved from 94% “never” to 61%, 2 saying that they “often” carry weapons. The experimental moved from 85% “never” to 78%, with none carrying “often”. Ten percent stated that they used to, which could be probed as a possible indication of ASHE impact.

It is in the final two sections of ranked responses that we see stronger “trends” for the experimental group as different from the control group, suggesting that the impact of the ASHE programme has begun to be seen, at least in children’s perceptions of the wider world and of themselves.

D. THE WIDER WORLD (Questionnaire Section QH)

ASHE is particularly concerned in their programme that children are exposed to respectful positions in relation to the performing arts themselves, to aspects of their own history and culture, as well as understanding and developing tolerance for persons who may be from different backgrounds, racial or ethnic groups, sexual orientation, or religion. Thus, in very broad terms, responses to these questions could be said to be somewhat of a “tolerance” meter in relation to changing attitudes.

The statement that “Jamaican history and culture are as great as any other country” saw the control group answering in the affirmative (very true or kind of true) 83% in Time 1, moving to 100% in Time 2, while the experimental group stayed the same at 95%, actually shifting somewhat to “kind of true” responses. The high percentages of both groups, though, is reassuring in terms of nurtured patriotism in adolescents.

Attitudes to use of Patois vs. Standard English changed more in the control group than in the experimental, from a high of 72% controls believing that patois was inferior, dropping to 39% at Time 2. The experimental group also dropped, but from 55%, a lower starting point, to 50%.

Responses to the statement "you'd rather be with people of the same race" need more discussion with participants and staff to know how to interpret. An affirmative response could both signal racial pride in one's own race as well as racial intolerance of others. The control group dropped from an affirmative of 73% to 28%, with "not so true" going up to 61%. The experimental group also moved downward, from 75% affirmative to 61%.

Higher acceptance of a gay friend was evidenced in the experimental group at Time 2, dropping from 78% (the same as the control group) at Time 1 to 58%, but attitudes to retarded or "mad" persons (as suggested by the statement "I laugh at" them) did not change much for either group, remaining between 22 and 27% affirmative.

A significant difference is to be noted in the response to the statement "I can't stand the people in my area", and one is reminded of the responses to the question about being pleased to be associated with one's school in the above section on school life. The control group moved only a little, from 83% affirmative to this question to 72%; but the experimental group moved from 69% to 35%, a drop of 50% in the direction of greater acceptance of others around one (and by implication, of oneself).

Some ambivalence remains in both groups about whether all people (male, female, gay, straight) have equal rights; what is not clear is whether the responses signal what the children feel *should be* or *what is* in the wider world. Rastafarianism gained considerably greater acceptance as a religion in both groups, while ballet as "a higher dance form than folk dance" lost ground in both. Examining the Very Untrue responses to this question showed that 53% of the experimental group believed this statement to be very untrue, while 33% of the control group did so. The degree of change in this item was greater in the experimental group as well.

The control group continued to believe that going to an obeah doctor is a sin, in fact moving from 78% affirmative to 94%. But the experimental group moved from 75% to 68% affirmative, with 26% stating that it is "very untrue".

The final item in this section seems to also flag some significance for self-perception. In response to "you are very proud to be from your community", the control group dropped from 75% positive responses to 67%, while the experimental group moved from 84% to 98% feeling pride in being from their respective communities.

E. SELF PERCEPTIONS (Questionnaire Section QE)

This 30-item section was the longest in the questionnaire, and reflects the position that improvements in self-esteem and self-confidence grow from experiences in which young people experience themselves as growing in skills and competencies. In the case of ASHE, the programme is organised around the principle that the performing arts offers an appropriate and even powerful vehicle for supporting positive self-image by fostering new skills within an environment that offers emotional support, encouragement and constructive feedback towards improving one's own behaviour.

While we must remind readers that the numbers of the experimental and control groups were too small to definitively declare the trends noted below as statistically valid, we are encouraged that there are some indications that the differences between the two groups suggest the influence of the programme on self-perceptions in positive directions. Dr. Samms-Vaughan, from years of experience in interpreting such data, also reminds us that seeing *slow upward trends* are often more important than a sudden great difference in attitude shifts, as gradual change tends to be more lasting and continuing than "fad" shifts of opinion that may not be sufficiently supported by reflection and experience.

For some of the statements given, more affirmative answers (Very true and kind of true) are given in Time 2 for both the control and experimental groups, and the group percentages are similar. This was true for the statements "Your friends see you as a leader", "You have many friends", "you have only one or two really close friends" and "you know all about what menstruation means". The latter suggests simple maturation may be responsible for this change. For these and others noted below, the reader is referred to the detailed tables in the appendix.

The statements in which there are "trends" in the experimental group, however small, that are encouraging include the following:

- "Your family is proud of you": For the control group the trend is towards less positive feelings; for the experimental group the percentage of affirmative responses moves from 90% to 98%.
- "You are often in fights or arguments": The control group percentage went up from 22% to 66%, indicating more arguments; the experimental group percentages went down from 35% to 25%, suggesting that perhaps ASHE inputs re alternative resolution techniques may be taking some effect.
- "You are a very happy person" dropped for the control group from 100% affirmative to 72%, while the experimental group remained the same (90 – 88%); this same pattern was seen in "life so far has been very happy", which showed a considerable drop in positive responses in the control group (from 94 – 67%) but moved only from 90% to 86% in the experimental group.
- Although "you are generally a shy person" remained generally the same for both groups (Control from 61% to 56%, and for the experimental group 69% to 68%, of

the latter responses, the "very true" category dropped from 51 to 39%, suggesting some strengthening of confidence.

- Those wishing they "were of the opposite sex" dropped by 50% from 31% to 16% in the experimental group. It also dropped from 22% to 17% in the control group. This is a period during adolescence when sexual roles and identity are often confusing and challenging; that there is movement towards resolution (in both groups, though more dramatic in the experimental) is encouraging.
- "Your parents/guardians don't understand you" showed no change for the control group, which indicated 50% in the affirmative, though "kind of true" responses gained over "very true" within that percentage. For the experimental group, the change was from 55% (don't understand me) to 47%--a change in a positive direction.
- A significant difference between the groups was noted in response to "you wish you were someone else most days". The control group remained at 56% between times; the experimental group went from 66% wishing they were someone else to 49%, a considerable drop.
- Similarly, 44% of the control group, both times, wished they "had different hair"; by Time 2, the experimental group was more accepting of their own hair, moving from 53% wishing it were different to only 23%.
- Also related to body image was the statement "you wish your skin was a different colour". Both groups trended in the direction of greater self-acceptance: the control group from 44% to 11%, the experimental group from 45% to 19%.
- Interesting were the changes in responses to "you wish you lived in another country: the experimental group showed a slight decline in those wishing they were elsewhere, from 53% to 51%, not significant. But the control group moved from 50% to 67%.
- Both groups indicated more positive directions in terms of "giving up easily". The control group, in fact, went from 33% to 6% on this item; the experimental also dropped considerably, from 45% to 33%.
- Both groups dropped slightly in positive views of their bodies, but the control group showed a greater shift downwards from 83% 'very true' to "67% very true", while the experimental group was at 78% and dropped to 73%. When all affirmative answers are added, the control ends up at 83%, the experimental at 82%.
- The control group showed no change in wishing "to avoid fights whenever possible" (84/83%); the experimental group's change was also small, though a little stronger in a positive direction, as there were more "very trues" in the Time 2 percentage of 80%, compared to the 84% of Time 1.

- A small difference was seen in responses to "people like you at first" between the groups. The control group dropped only slightly from 89% to 88%, but the "very true" responses were much more in Time 1 than Time 2; the experimental group moved slightly from 90% to 92%, with the increase being in the 'very true' responses.

The balance of the ranked responses raise some questions of interpretation, or may simply indicate that this question has either not really been addressed by the ASHE programme at time of testing, or has little if any relevance to the programme.

- You trust boys more than girls might need gender analysis to know what it is saying. The control group (which has more boys proportionately than the experimental group) scored higher in Time 2 on this item, from 44% to 56%; the experimental group stayed the same (44/43%).
- There was little movement between Times on the statement "You like being by yourself". But more of the control group (72/78%) feel this way than do children in the experimental group (57/58%).
- More experimental children at Time 2 feel they are afraid to speak their feelings to adults than at Time 1, while the control group shifted in the opposite direction (39% - 28%). What does this mean? Are Ashe children becoming more outspoken? Do they get in more trouble when they speak their mind? This is purely speculative, but perhaps should become more a subject of discussion within the programme to determine what makes this situation feel this way for children.
- Some statements shifted in a "negative" direction for both groups:
 - "You stick to a job until it is finished" was one such, moving from the 90s to the 70s for both group.
 - "You tell the truth all the time" was another: the experimental group dropped from 57% to 41%, the control from 50% to 33%.
 - "You always keep your promises" was another, though the changes downward were small, from 83% to 7% for control and from 77% to 73% for experimental.
- Others seemed to reverse the intentions for the experimental group:
 - You prefer to keep your feelings to yourself: the percentages for the experimental group went up on this item (to 92% affirmative), while staying the same for the control group.
 - The experimental group showed fewer "very true" responses to "you are very creative"; it was suggested by an ASHE staff member that this may be because their exposure to "real talent" in ASHE could make them feel that the talent they were confident in before they joined needs some more work. But still, 76% remain positive about their creative talent, while the control group percentage took a slight drop from 72% to 67%.
 - "You generally do what you know you are supposed to do" showed no change in the control group (78%), but the experimental group moved from 88% affirmative

to 63%. Does this suggest irresponsibility? Or growing independence? This needs more discussion.

Note: Cautions are again noted in interpreting the above data as being definitive. The numbers of the control group are so small (18) that shifts in one or two bring larger shifts in percentages than in the larger experimental (51) group. Also, these numbers in themselves are too small to be called conclusive. They indicate trends only, and must be read as such.

CONCLUSIONS

This section will not be a "conclusive" conclusion, for there is much more data to be mined, and it is hoped that the ASHE team will want to explore some of these issues further later in the year. However, two things seem clear:

- 1) Research can be very useful in advancing clarity of purpose of an organisation and in "reading" the pulse of the issues which children bring to the situation.
- 2) However, issues of staffing and cost must be addressed realistically if a true experimental/control design is to be effectively conducted with valid and reliable results. It was painful for ASHE and for the research team to have so much effort and resources expended for results that could not be more rigorous.
- 3) The Assets instrument could probably be effectively used by other organisations, not for such a difficult and expensive control/experimental research design, but for administering for the purpose of planning programmes more relevantly, and as a tool afterwards to stimulate discussion on many of the topics which it raises.
- 4) The trends in the findings suggest that the claims of ASHE for the positive effects of participation in the performing arts could be substantiated with a more rigorous research project that obtained sufficient staff support within the project to ensure diligent and punctual implementation. It was not realistic to expect ASHE performing and teaching staff to conduct the considerable amount of work which this research entailed.
- 5) The findings from the Exposure to Violence questionnaire are very sobering in terms of the degree to which children are exposed and vulnerable, and need caring and supporting environments to counteract these experiences. The Family Function indicator from the Socioeconomic form also supports this concern, and it may be that ASHE's caring environment may do as much or more than the actual skills base development in the arts in building young people's positive sense of self.

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5. Harvey Milkman, Kenneth Wanberg, Cleo Parker Robinson (1995), **Project Self-Discovery: Artistic Alternatives for High Risk Youth** in Journal of Community Psychology.
6. Richard Weissbourd, **The Feel-good Trap**, in The New Republic, v. 216, August 19, 1996)

APPENDICES

- I. Summary notes to Meeting with ASHE staff
- II. ASHE: The Power Within
- III. Socioeconomic Form from the Jamaica Cohort Study
- IV. Exposure to Violence Form from the Jamaica Cohort Study
- V. Counting Our Assets Questionnaire
- VI. Preliminary Report, September 1999
- VII. Rated Response Tables from Assets Questionnaire
 - School Life B5
 - Friendships F2
 - Risk Taking G2
 - Wider World QH
 - Self Perceptions QE

Discussion with ASHE Staff/Ensemble members re Research Approach

Joseph, Janet explained the reasons for the research and the future benefits *not only* to ASHE but to planners of youth development programmes generally.

Primary question for group: From their own experience, and from what they observe in their ASHE students, what do they see as *gains* some children demonstrate. The responses were lively as well as thoughtful, and included the following:

Confidence: Many afraid at first to show what talents or skills they have, afraid to try new things, or even to talk.

Values: Many do not have parents at home providing guidance, supervision, passing on personal values, or providing consequences to children's actions.

Personal discipline

Concentration and focus: applied to improving school work

Hygiene: promoting anti-perspirant and bathing seems a recurrent theme!

Self-development: Learning to relate to each other without aggression
 Deportment
 Accept themselves for what they are

Appreciation of own culture: students learn not only new things about their history and culture they may not have known; they learn to use and appreciate aspects they knew about but perhaps did not recognize as so important.

Honesty: This is both a real problem (stealing, disrespect of others' property) and a challenge to change behaviour

Demonstrated affection: Learn to hug each other, that showing affection with peers doesn't mean homosexuality

Patience!

To smile

Bi-lingualism: Learn that patois is O.K.--is national language--but using standard English when appropriate is also important

Conflict-resolution, conflict resolution. Learning these skills is central to "growth" in ASHE

Memory: Practice memorization

The more difficult question was in what ways they thought any of these things could be measured?

This discussion was more hesitant, as they primarily rely on their own observations. The following were suggested as measurable:

Attendance and punctuality

Department

Hygiene

Talent improvements (as they audition at entry and could be assessed at end of a period)

School work many do do better, both because of homework supports offered within ASHE and because of improved confidence, self-development, etc.

Caution: the more creative teaching methods at ASHE may lead some students to feel that school is boring, not for them; this should be probed

Check the parents: There is some parent involvement with ASHE - parent meetings, not apparently to any great extent, but they feel that parents could offer some feedback on changes in their children. Again, parents may not be in favour of all the changes, e.g. more assertiveness, etc.

Use of homework help

Conduct in class. Staff were willing to administer a simple checklist for the selected experimental group of children which could record comments on behaviour, positive and negative, in addition to attendance records, talent growth, etc.

Re conducting surveys in groups. Think it is possible, but think 30 minutes is the outside limit for holding the group's attention. They suggested doing the administration themselves because they know the children and the children know them. Reserved on this one, as bias could intrude. Will check out with consultant(s).

Will conduct pilot test with group in ASHE not selected for the survey. (Or external group if bias suggested.)

A S H E : The Power Within

What Ashe Wishes to Achieve through its Performing Arts Programmes: Developing the Total Self

ACCEPTANCE OF SELF

Acceptance of One's Gifts/Intelligence:

- Believing in one's own inner strength, talents
- Following one's own mind in choice of leisure or career activities (not only those expectations (negative or positive) of family, community)
- Pride in one's special talents, achievements

Acceptance of One's Physical Self

- Acceptance of one's body size, shape and physical characteristics (eyes, hair, nose, etc.)
- Acceptance of one's colour and racial origins

Acceptance of One's Sexuality:

- One's gender
- One's sexual organs
- One's sexual orientation

Acceptance of One's Ethnicity and Culture

- Pride in one's historical and ethnic origins, spiritual and cultural manifestations (e.g. Revivalism, Christianity, Muslim traditions, kumina, dialect/patois, etc.)

Respect for the

*of one's
ethnic group
culture*

Self-Respect

- Self-honesty about one's feelings, honest self-expression
- Taking care of one's own needs, feelings and spirituality (pre-condition for true caring for others)

DEMONSTRATED SKILLS/BEHAVIOUR

Self-Control

- Ability to be self-assertive (to say a strong yes or no); to take positive risks (e.g. to choose a personal path for self-development)
- Ability to make decisions based on informed choices
- Ability to take a stand (even against the pressures of peers or "society's norms" (e.g. for unprotected sex, drugs, violence, skipping school)
- Taking responsibility for one's actions (even if consequences are unpleasant)
- Understanding that the power and strength for self-control lie within, not outside oneself.

Trustworthiness

- Telling the truth (not lying) as a principle of self-respect
- Being honest with oneself
- Not taking what does not belong to you (clothes, money, food, etc.)
- Keeping one's home curfew--getting home on time
- Keeping one's promises
- Being able to keep a secret for someone else
- Being able to trust others with one's own secret, or personal feelings

Interpersonal Communications/Relationships

- Respect for the needs and feelings of others, both peers and adults (including parents)
- Ability to express one's own ideas and feelings clearly and honestly (about self, family, sex, culture, relationships, etc.) with peers as well as adults (including parents)
- Ability to give and take constructive criticism
- Ability to be a good listener
- Ability to form close relationships (friends, girlfriends/boyfriends) in which communication is based on mutual respect
- Demonstrated acceptance of differences in culture, class, ethnicity, sexual orientation, beliefs

Conflict Resolution Skills

- Can talk out one's problems/anger
- Can resist resorting to physical force (e.g. fighting, use of weapons) to settle disputes
- Listening to the other side of the story
- Tolerance of other's positions, feelings
- Walking away from the problem
- Consult others about one's problems/anger; take counsel when appropriate

Skills Required for the Performing Arts

- General:**
- Self-Confidence, self-esteem
 - Punctuality
 - Ability to focus on task, pay attention
 - Diligent at practice (warming up, rehearsals)
 - "Stick-to-it-iveness" - ability to complete a task
 - Holding standard of personal excellence; competition with oneself to keep improving
 - Good hygiene, cleanliness
 - Being flexible (take many roles, get along with many kinds of people)
 - Good team player (not always the "star"), cooperative
 - Patience (with oneself, with others)
 - Willingness to try new ideas, skills
 - To eat healthy food, rest sufficiently
 - Maintaining a fit body

Specific to the Arts: Comfort, pleasure in performing before an audience

Child's ID No. Mother's ID No.

(As recorded in Perinatal Survey)

ID of interviewer Date of interview
(day) (month) (year)**THE JAMAICAN COHORT STUDY****SOCIOECONOMIC QUESTIONNAIRE**

(To be administered to the study child's mother/mother figure or father/father figure)

A. IDENTIFICATION

1. Child's Surname _____ Forenames _____

2. Has this child's name been changed since birth?
[1] Yes [2] No [9] Not known

If yes, what was this child's name at birth?

Surname _____ Forenames _____

3. Child's Home Address _____
Phone No. _____

4. Sex: [1] Male [2] Female

5. Child's Date of birth
(day) (month) (year)

6. Parish of child's birth _____

7. Place of Child's Birth

- | | |
|--|--------------------------------|
| [1]. Hospital, specify _____ | [5]. Other home, specify _____ |
| [2]. Rural maternity centre, specify _____ | [6]. Own home _____ |
| [3]. Health centre, specify _____ | [7]. Other, specify _____ |
| [4]. Private nursing home, specify _____ | [9]. Not Known |

8. Child's Birth Weight lbs. ozs. gms.

9. Mother's Surname _____ Forenames _____

10. Has mother's name been changed since the birth of this child?
[1] Yes [2] No [9] Not known

If yes, what was mother's name at the birth of this child?

Surname _____ Forenames _____

11. Mother's Date of Birth
(day) (month) (year)

B. RESPONDENT INFORMATION

12. Respondent's Surname _____ Forenames _____

13. What is your relationship to the child?

- | | | |
|------------------|--------------|---|
| [1]. Mother | [5]. Aunt | [9]. Other female relative, specify _____ |
| [2]. Father | [6]. Uncle | [10]. Other male relative, specify _____ |
| [3]. Grandmother | [7]. Sister | [11]. Other female caregiver, specify _____ |
| [4]. Grandfather | [8]. Brother | [12]. Other male caregiver, specify _____ |

C. CHILD'S SOCIAL ENVIRONMENT

14. What is the relationship to the child of the person now acting as his/her mother?

- [1]. Birth mother
- [2]. Mother by legal adoption
- [3]. Stepmother
- [4]. Grandmother
- [5]. Father's girlfriend
- [6]. Other female relative, specify _____
- [7]. Other female non-relative, specify _____
- [8]. No mother figure
- [9]. Not known

15. What is the relationship to the child of the person now acting as his/her father?

- [1]. Birth father
- [2]. Father by legal adoption
- [3]. Stepfather
- [4]. Grandfather
- [5]. Mother's boyfriend
- [6]. Other male relative, specify _____
- [7]. Other male non-relative, specify _____
- [8]. No father figure
- [9]. Not known

16. What is the current relationship between the child's mother and father figure?

- | | | |
|---------------------------|---------------------|--------------------------|
| [1] Visiting Relationship | [4] Divorced | [7] Other, specify _____ |
| [2] Common law union | [5] Separated | [8] Not applicable |
| [3] Married | [6] No relationship | [9] Not known |

17. What is the age of the person now acting as the child's mother? [] [] yrs.

18. What is the age of the person now acting as the child's father? [] [] yrs.

19. What is the highest educational level of the person now acting as mother?

- [1] Never attended school
- [2] Primary / All age/Jnr. Secondary
- [3] Secondary/High/Technical
- [4] H.E.A.R.T / Vocational
- [5] Tertiary College/University
- [6] Other tertiary, specify _____
- [7] Other education, specify _____
- [8] Not applicable
- [9] Not known

20. What is the highest educational level of the person now acting as father?

- [1] Never attended school
- [2] Primary / All age/Jnr. Secondary
- [3] Secondary/High/Technical
- [4] H.E.A.R.T./Vocational
- [5] Tertiary College/University
- [6] Other tertiary, specify _____
- [7] Other education, specify _____
- [8] Not applicable
- [9] Not known

21. What is the occupation of the person now acting as mother?

22. What is the occupation of the person now acting as father?

23.a) If child is not now living with birth mother, indicate length of separation:
[][] yrs. [][] mths.

b) Indicate length of time child living with current mother figure:
[][] yrs. [][] mths.

c) Please give reason for separation from birth mother:

- [1] New union
- [2] Migration
- [3] Maternal illness
- [4] Maternal institutionalisation, specify _____
- [5] Financial reasons
- [6] Abandonment
- [7] Death
- [8] Other, specify _____
- [9] Not known

25. a) If child is not now living with birth mother, does mother maintain contact?

[1] Yes [2] No [9] Not known

b) If yes, how is contact made?

i) Visits

- [1] none
- [2] weekly
- [3] 1-3 monthly
- [4] 4-6 monthly
- [5] annually
- [6] other, specify _____
- [8] Not applicable
- [9] Not known

ii) Telephone Calls

- [1] none
- [2] weekly
- [3] 1-3 monthly
- [4] 4-6 monthly
- [5] annually
- [6] other, specify _____
- [8] Not applicable
- [9] Not known

iii) Letters

- [1] none
- [2] weekly
- [3] 1-3 monthly
- [4] 4-6 monthly
- [5] annually
- [6] other, specify _____
- [8] Not applicable
- [9] Not known

27. Does birth mother support child?

[1] Yes [2] No [3] Not known

24.a) If child is not now living with birth father, indicate length of separation
[][] yrs. [][] mths.

b) Indicate length of time child living with current father figure:
[][] yrs. [][] mths.

c) Please give reason for separation from birth father:

- [1] New union
- [2] Migration
- [3] Paternal illness
- [4] Paternal institutionalisation, specify _____
- [5] Financial reasons
- [6] Abandonment
- [7] Death
- [8] Other, specify _____
- [9] Not known

26. a) If child is not now living with birth father, does father maintain contact?

[1] Yes [2] No [9] Not known

b) If yes, how is contact made?

i) Visits

- [1] None
- [2] weekly
- [3] 1-3 monthly
- [4] 4-6 monthly
- [5] annually
- [6] other, specify _____
- [8] Not applicable
- [9] Not known

ii) Telephone Calls

- [1] None
- [2] weekly
- [3] 1-3 monthly
- [4] 4-6 monthly
- [5] annually
- [6] other, specify _____
- [8] Not applicable
- [9] Not known

iii) Letters

- [1] None
- [2] weekly
- [3] 1-3 monthly
- [4] 4-6 monthly
- [5] annually
- [6] other, specify _____
- [8] Not applicable
- [9] Not known

28. Does birth father support child?

[1] Yes [2] No [3] Not known

29. What is the current relationship between birth mother and birth father?
- | | | |
|---------------------------|---------------------|--------------------------|
| [1] Visiting Relationship | [4] Divorced | [7] Other, specify _____ |
| [2] Common law union | [5] Separated | [8] Not applicable |
| [3] Married | [6] No relationship | [9] Not known |

- 30.a) How many of birth mother's children are older than this child?
- b) How many of birth mother's children are younger than this child?

A household is a group of people who live at the same address and share meals and income.

31. How many persons living in your household are under 18 years old?
32. Please list the names, age, sex and the relationship to the study child for all persons who are under 18 years. *The list must include the study child.*

Name	Sex	Age	Relationship to child
1. Study child	*****	*****	*****
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

33. How many persons living in your household are 18 years old and over?
34. Please list the names, age, sex and relationship to the study child of all members of the household who are over 18 years old.

Name	Sex	Age	Relationship to child
1.			
2.			
3.			
4.			
5.			
6.			
7.			

35. What is the relationship of the head of the household (major earner) to the child?
- | | | |
|------------------|-----------------|---|
| [1]. Mother | [6]. Stepfather | [11]. Other female relative, specify _____ |
| [2]. Father | [7]. Aunt | [12]. Other male relative, specify _____ |
| [3]. Grandmother | [8]. Uncle | [13]. Other female caregiver, specify _____ |
| [4]. Grandfather | [9]. Sister | [14]. Other male caregiver, specify _____ |
| [5]. Stepmother | [10]. Brother | [99]. Not known |

36. What is the occupation of the head of the household? _____

D. CHILD'S PHYSICAL ENVIRONMENT

37. a) How long has the child lived at the current address? [] [] yrs. [] [] mths.
 b) At how many addresses has this child lived for six months or longer since birth? [] []
38. a) How many different mother figures has this child had since birth? [] []
 b) How many different father figures has this child had since birth? [] []

39. Is the child's current home rented or owned by the family?
 [1] rented [2] owned [3] other, specify _____ [9] Not known

40. How many miles walking distance are the following services from the child's house?
- | | | | | | | |
|--------------------------|--------|---------|---------|----------|---------|---------------|
| a. Public transportation | [1] <1 | [2] 1-2 | [3] 3-4 | [4] 5-10 | [5] >10 | [9] Not known |
| b. Bank | [1] <1 | [2] 1-2 | [3] 3-4 | [4] 5-10 | [5] >10 | [9] Not known |
| c. Market | [1] <1 | [2] 1-2 | [3] 3-4 | [4] 5-10 | [5] >10 | [9] Not known |
| d. Primary School | [1] <1 | [2] 1-2 | [3] 3-4 | [4] 5-10 | [5] >10 | [9] Not known |
| e. Post Office | [1] <1 | [2] 1-2 | [3] 3-4 | [4] 5-10 | [5] >10 | [9] Not known |
| f. Health Centre | [1] <1 | [2] 1-2 | [3] 3-4 | [4] 5-10 | [5] >10 | [9] Not known |
| g. Police Station | [1] <1 | [2] 1-2 | [3] 3-4 | [4] 5-10 | [5] >10 | [9] Not known |

41. Which of the following do you have working in your home?

	Yes	No
a. Television set		
b. Cable/Satellite connection		
c. Refrigerator		
d. Freezer		
e. Living Room Set		
f. Stereo equipment		
g. Washing machine		
h. Cars or other vehicles		
i. Telephone		

42. What type of toilet facilities do you use at home?

[1]. None	[4]. Water closet (flush type), shared	[9]. Not known
[2]. Pit latrine, shared	[5]. Water closet, (flush type), unshared	
[3]. Pit latrine, unshared	[6]. Other, specify _____	

43. What is your source of water?
- | | |
|---------------------|---------------------------|
| [1]. Piped in house | [4]. Stream/river |
| [2]. Piped in yard | [5]. Catchment |
| [3]. Standpipe | [6]. Other, specify _____ |
| | [9]. Not known |
44. What is your main source of cooking fuel?
- | | |
|---------------|---------------------------|
| [0]. Wood | [3]. Gas/electric |
| [1]. Coal | [4]. Other, specify _____ |
| [2]. Kerosene | [9]. Not known |
45. How many rooms in your house are used for sleeping?

E. CHILD'S ACADEMIC ENVIRONMENT

46. At what age did this child start attending school? yrs.
(Do not include day-care or nursery, but include pre-school, kindergarten and basic school.)
47. Please indicate the types of institutions that this child has attended for a period of three months or longer.
- | | | | |
|-------------------------------|---------|--------|---------------|
| a) Nursery | [1] Yes | [2] No | [9] Not known |
| b) Preschool/
Kindergarten | [1] Yes | [2] No | [9] Not known |
| c) Basic School | [1] Yes | [2] No | [9] Not known |
| d) Primary/All Age | [1] Yes | [2] No | [9] Not known |
| e) Preparatory | [1] Yes | [2] No | [9] Not known |
| f) Secondary | [1] Yes | [2] No | [9] Not known |
48. Has this child ever received any of the following types of special education?
- | | | | |
|---|---------|--------|---------------|
| a) For mentally retarded children | [1] Yes | [2] No | [9] Not known |
| b) For emotionally or behaviourally
disturbed children | [1] Yes | [2] No | [9] Not known |
| c) For slow learners | [1] Yes | [2] No | [9] Not known |
| d) For advanced/gifted learners | [1] Yes | [2] No | [9] Not known |
| e) Other remedial education,
specify _____ | [1] Yes | [2] No | [9] Not known |

F. CHILD'S RELIGIOUS ENVIRONMENT

49. How often has this child attended a religious service on average in the past 6 months?
- | | | |
|-------------------------|------------------------------------|---------------|
| [1] Never | [4] Once a month | [9] Not known |
| [2] Once a week | [5] Once in three months | |
| [3] 2-3 times per month | [6] Less than once in three months | |
50. What is this child's religious denomination?
- | | | |
|---------------|------------------------|-------------------------------------|
| [1] None | [6] Presbyterian | [11] Other, specify _____ |
| [2] Anglican | [7] Pentecostal | |
| [3] Catholic | [8] Adventist | [88] Not applicable,
no religion |
| [4] Baptist | [9] Evangelical | |
| [5] Methodist | [10] Jehovah's Witness | [99] Not known |

G. HOME ENVIRONMENT

51. Are there any pets in this child's home?
[1] Yes [2] No [9] Not known

If yes, please specify type and number _____

- 52.a) How many hours of television does this child watch on an average school day? [][]

- b) How many hours of television does this child watch in total on Saturday & Sunday?

[][]

53. What types of TV programmes does this child watch regularly?

- | | | | |
|--|--------|--------|---------------|
| a) Children's Programmes (Sesame Street etc.) | [1]Yes | [2] No | [9] Not known |
| b) Cartoons | [1]Yes | [2] No | [9] Not known |
| c) Thriller (war, cowboy, gangster, sci-fi themes) | [1]Yes | [2] No | [9] Not known |
| d) Soap Operas | [1]Yes | [2] No | [9] Not known |
| e) Competition/Quiz programmes | [1]Yes | [2] No | [9] Not known |
| f) Talk shows | [1]Yes | [2] No | [9] Not known |
| g) Sports | [1]Yes | [2] No | [9] Not known |
| h) News | [1]Yes | [2] No | [9] Not known |
| i) Documentary (e.g. animal, travel films) | [1]Yes | [2] No | [9] Not known |
| j) Comedy | [1]Yes | [2] No | [9] Not known |
| k) Other, specify _____ | [1]Yes | [2] No | [9] Not known |

54. What is this child's favourite TV programme? _____

55. Does this child read books, other than school books? [1]Yes [2] No [3] Not known

56. How many books, other than school books, has this child read in the last month?

[1] None [2] One or two [3] Three to five [4] More than five [9] Not known

FAMILY VERSION

Use the scale below to answer questions

N = no S = sometimes A = always

N	S	A	
0	1	2	1. Family members help each other emotionally and in other ways during difficult times.
0	1	2	2. In our family it is easy for everyone to say what they think.
0	1	2	3. It is easier to talk about problems with people outside the family than with other family members.
0	1	2	4. Each family member has a say in major family decisions.
0	1	2	5. Our family comes together in the same room.
0	1	2	6. Children have a say in their discipline.
0	1	2	7. Our family does things together.
0	1	2	8. Family members talk about problems and feel good about the solutions.
0	1	2	9. In our family everyone does his or her own thing.
0	1	2	10. We shift household chores from person to person.
0	1	2	11. Family members know each other's close friends.
0	1	2	12. It is hard to know what the rules are in our family.
0	1	2	13. Family members talk to other family members about things they are thinking of doing.
0	1	2	14. Family members say what they want.
0	1	2	15. We have difficulty thinking of things to do as a family.
0	1	2	16. In solving problems, the children's ideas are followed.
0	1	2	17. Family members feel very close to each other.
0	1	2	18. Discipline is fair in our family.
0	1	2	19. Family members feel closer to people outside the family than to other family members.
0	1	2	20. Our family tries new ways of dealing with problems.
0	1	2	21. Family members go along with what the family decides to do.
0	1	2	22. In our family, everyone shares chores.
0	1	2	23. Family members like to spend their free time with each other.
0	1	2	24. It is difficult to get a rule changed in our family.
0	1	2	25. Family members avoid each other at home.
0	1	2	26. When problems come up, we compromise (give a little, take a little).
0	1	2	27. We feel good about each other's friends.
0	1	2	28. Family members are afraid to say what is on their minds.
0	1	2	29. Family members do things in twos rather than do things as a total family.
0	1	2	30. Family members share interests and hobbies (activities you do for fun on a regular basis) with each other.

WEIGHT _____

Child's ID Number

HEIGHT _____

Mother's ID Number

MAC _____

ID of interviewer Date of interview

**THE JAMAICAN COHORT STUDY
EXPOSURE QUESTIONNAIRE**

(This questionnaire is to be administered to the study child.)

A. IDENTIFICATION

1. Child's Surname _____ Forenames _____

2. Sex: [1] Male [2] Female 3. Date of birth **B. WITNESS**

I WOULD LIKE YOU TO TELL ME ABOUT ANY FIGHTS OR OTHER OCCASIONS WHEN YOU SEE PEOPLE HURTING EACH OTHER IN YOUR HOME, SCHOOL OR AT ANY OTHER PLACE. FIRST, I WOULD LIKE YOU TO TELL ME WHETHER YOU HAVE EVER SEEN THESE THINGS HAPPEN. THEN, I WOULD LIKE YOU TO TELL ME HOW OFTEN YOU HAVE SEEN THESE THINGS IN THE LAST FOUR WEEKS, AND WHERE THEY HAPPENED.

Probe question: (When was the last time _____
happened at home? And the time before?)

Probe question: (Can you remember all the
places that you have seen this?)

0 = Never

4 = 6 - 10 times

1 = my home/yard

5 = other, specify

1 = Once

5 = 11- 20 times

2 = my community

2 = Twice

6 = >20 times

3 = my school

3 = 3-5 times

4 = other community

4. INCIDENT		FREQUENCY	PLACE (List all that apply)
a. Have you ever seen anyone fighting? (Do not include fights among small children)	[1] Yes [2] No		
b. Have you ever seen anyone being robbed or any place being "broken into"?	[1] Yes [2] No		
c. Have you ever seen anyone stoning someone else?	[1] Yes [2] No		
d. Have you ever seen anyone stabbed or stabbing at another person?	[1] Yes [2] No		
e. Have you ever seen someone shot or being shot at?	[1] Yes [2] No		
f. Have you ever seen gang wars?	[1] Yes [2] No		
g. Have you ever seen anyone raped or forced to have sex against his/her will?	[1] Yes [2] No		
h. Have you ever seen anyone being threatened with serious harm?	[1] Yes [2] No		
i. Have you seen the police arrest anyone?	[1] Yes [2] No		
j. Have you seen anyone throw acid on someone else?	[1] Yes [2] No		

C. VICTIM

I AM NOW GOING TO ASK YOU IF ANY OF THE FOLLOWING EVER HAPPENED TO YOU, HOW OFTEN IT HAS HAPPENED IN THE LAST FOUR WEEKS AND WHERE IT HAPPENED, AND IF YOU KNOW WHY IT HAPPENED.

Probe question: (When was the last time happened to you? And the time before?)

0 = Never
1 = Once
2 = Twice
3 = 3-5 times

4 = 6 - 10 times
5 = 11- 20 times
6 = >20 times

Probe question: (Can you remember all the places that you were when it happened?)

1 = my home/yard
2 = my community
3 = my school
4 = other community
5 = other, specify

5. INCIDENT		FREQ.	PLACE	REASON
a. Have you ever been beaten up?	[1] Yes [2] No			
b. Have you ever been robbed?	[1] Yes [2] No			
c. Has anyone ever stoned you?	[1] Yes [2] No			
d. Have you ever been stabbed or stabbed at by another person?	[1] Yes [2] No			
e. Have you ever been shot or <u>shot at</u> by someone else?	[1] Yes [2] No			
f. Has anyone tried to force you or hold you down to have sex against your will?	[1] Yes [2] No			
g. Has anyone ever threatened to seriously hurt you?	[1] Yes [2] No			
h. Have you ever been harassed by the police?	[1] Yes [2] No			
i. Have you ever been arrested by the police?	[1] Yes [2] No			

D. AGGRESSOR

Sometimes children of your age get into fights. So I am going to ask you some questions about this. What you tell me will not be told to your parents, teachers or any one else. All you tell me will be kept in confidence.

6. a) Have you ever taken a weapon to school or any other place?

[1] Yes [2] No

b) If yes, what type of weapon have you taken?

[1] Stone [5] Acid
[2] Stick [6] Broken Bottle
[3] Knife [7] Gun
[4] Ice-pick [8] Other, please specify _____

7. Have you been in any fights at home, school or any other place?

[1] Yes [2] No

IF NO, SKIP TO QUESTION 9.

8. PLEASE TELL ME FOR EACH OF THE FIGHTS YOU HAVE BEEN IN IN THE LAST FOUR WEEKS, WHERE THE FIGHT TOOK PLACE, WHAT WEAPONS YOU USED AND THE REASON FOR THE FIGHT.

FIGHT	PLACE	WEAPON	REASON
1.			
2.			
3.			
4.			

(Prompt by asking about each of the following:)

1. Hands, feet 2. Knife 3. Stone 4. Stick 5. Machete 6. Ice pick 7. Razor blade 8. Gun 9. Acid 10. Other, specify

E. FAMILY CONFLICT

When children are growing up, there are often conflicts (arguments) between children and the adults. We would like to know how people in your family handle these conflicts (arguments) with you. First, I would like you to tell me whether the incident has ever happened in your home. If it has, I would like you to tell me approximately how often this happened in the last four weeks.

Probe question: (When was the last time _____ happened at home? And the time before?)

0 = Never

2 = Twice

4 = 6 - 10 times

6 = >20 times

1 = Once

3 = 3-5 times

5 = 11-20 times

9. Following an argument, has an adult in your home ever....

- a) Insulted you or told you bad words [1] Yes [2] No If yes, how often _____
- b) Sulked or refused to talk to you [1] Yes [2] No If yes, how often _____
- c) Stomped out of the room or house [1] Yes [2] No If yes, how often _____
- d) Done or said something to spite you [1] Yes [2] No If yes, how often _____
- e) Threatened to hit/ spank or throw things at you, but didn't actually do it [1] Yes [2] No If yes, how often _____
- f) Threw or hit or smashed or kicked an object, but not at you [1] Yes [2] No If yes, how often _____
- g) Actually throw an object at you [1] Yes [2] No If yes, how often _____
- h) Pushed, grabbed, slapped, hit or spanked you [1] Yes [2] No If yes, how often _____
- i) Beat you with a belt, stick, board etc. [1] Yes [2] No If yes, how often _____
- j) Kicked, bit or beat you up [1] Yes [2] No If yes, how often _____
- k) Threatened to or actually hurt you with a knife or gun [1] Yes [2] No If yes, how often _____

10. What is usually responsible for the arguments between you and the adults in your home? Mark all that apply. (Probe.)
- | | | |
|-----------------|----------------------|-----------------------------------|
| [1]. Lying | [4]. Answering back | [7]. Other, specify _____ |
| [2]. Stealing | [5]. Fighting | [8]. Not applicable, no arguments |
| [3]. Disobeying | [6]. Poor schoolwork | [9]. Not known |

11. Who normally administers the punishment (e.g. does the beatings etc.) in your home?
- | | |
|------------------------------|--|
| [1]. Mother | [5]. Other relative, specify _____ |
| [2]. Father | [6]. Stepfather/stepmother |
| [3]. Grandfather/grandmother | [7]. Other non-relative, specify _____ |
| [4]. Uncle/aunt | [8]. Not applicable, no punishment |

F. TEACHER CONFLICT

I AM NOW GOING TO ASK YOU ABOUT CONFLICTS (ARGUMENTS) BETWEEN YOURSELF AND TEACHERS AT SCHOOL, AND HOW OFTEN THEY HAPPENED IN THE LAST FOUR WEEKS.

Probe question: (When was the last time _____ happened at home? And the time before?)

0 = Never	2 = Twice	4 = 6 - 10 times	6 = >20 times
1 = Once	3 = 3-5 times	5 = 11- 20 times	

12. Has a teacher at your school ever....
- | | | |
|---|----------------|-------------------------|
| a) Insulted you or told you bad words | [1] Yes [2] No | If yes, how often _____ |
| b) Sulked or refused to talk to you | [1] Yes [2] No | If yes, how often _____ |
| c) Stomped out of the classroom | [1] Yes [2] No | If yes, how often _____ |
| d) Done or said something to spite you | [1] Yes [2] No | If yes, how often _____ |
| e) Threatened to hit/ spank or throw things at you, but didn't actually do it | [1] Yes [2] No | If yes, how often _____ |
| f) Threw or hit or smashed or kicked an object, but not at you | [1] Yes [2] No | If yes, how often _____ |
| g) Actually throw an object at you | [1] Yes [2] No | If yes, how often _____ |
| h) Pushed, grabbed, slapped, hit or spanked you | [1] Yes [2] No | If yes, how often _____ |
| i) Beat you with a belt, stick , board etc. | [1] Yes [2] No | If yes, how often _____ |
| j) Kicked, bit or beat you up | [1] Yes [2] No | If yes, how often _____ |
| k) Threatened to or actually hurt you with a knife or gun | [1] Yes [2] No | If yes, how often _____ |

13. What is usually the reason you get into trouble with the teacher at school? Mark all that apply.
- | | | |
|-----------------|----------------------|--------------------------|
| [1]. Lying | [4]. Fighting | [7] Arriving late |
| [2]. Stealing | [5] Poor school work | [8] Other, specify _____ |
| [3]. Disobeying | [6] Disturbing class | [9] Not known |

14. Who administers punishment (does the beatings) to you at school?
- | | | |
|--------------------|---------------------------|------------------------------------|
| [1]. Class Teacher | [3]. Vice principal | [5]. Not applicable, no punishment |
| [2]. Principal | [4]. Other, specify _____ | |

G. DOMESTIC VIOLENCE

I AM NOW GOING TO ASK YOU ABOUT HOW ADULTS SETTLE CONFLICTS WITH EACH OTHER AT YOUR HOME, AND HOW OFTEN THESE THINGS HAPPENED IN THE LAST FOUR WEEKS

15. When there is an argument between adults in your home, do they.....

- a) Insult or tell each other bad words [1] Yes [2] No If yes, how often _____
- b) Sulk or refuse to talk to each other [1] Yes [2] No If yes, how often _____
- c) Stomp out of the room or house [1] Yes [2] No If yes, how often _____
- d) Do or say something spiteful [1] Yes [2] No If yes, how often _____
- e) Threaten to hit/ spank or throw things , but don't actually do it [1] Yes [2] No If yes, how often _____
- f) Throw or hit or smash or kick an object, but not each other [1] Yes [2] No If yes, how often _____
- g) Actually throw objects at each other [1] Yes [2] No If yes, how often _____
- h) Push, grab, slap, or hit each other [1] Yes [2] No If yes, how often _____
- i) Beat each other with a stick,board etc.[1] Yes [2] No If yes, how often _____
- j) Kick or beat each other up [1] Yes [2] No If yes, how often _____
- k) Threatened to or actually hurt each other with a knife or gun [1] Yes [2] No If yes, how often _____

l)What weapons do they use to fight each other?

- [1]. Hands, feet [3]. Ice pick [5]. Acid [7]. Other, specify _____ [9] Not known
[2]. Stone/Stick [4]. Knife [6]. Gun [8]. Not applicable.no fights

H. OTHER VIOLENCE

THE NEXT FEW QUESTIONS ARE ABOUT THE DEATH OF YOUR OWN RELATIVES, FRIENDS OR OTHER PERSONS YOU MAY HAVE KNOWN.

16. a)Have any members of your family or friends been killed or murdered?

- [1] Yes [2] No

b)If yes, who was killed?

- [1]. Mother
[2]. Father
[3]. Brother/sister

Circle all that apply.

- [4]. Grandfather/grandmother [7]. Other relative,specify _____
[5]. Uncle/aunt [8]. Other non-relative, specify _____
[6]. Stepfather/stepmother

17. a) Have you ever seen a dead body? (Do not include attendance at funerals)

- [1] Yes [2] No

b) If yes, how many times have you seen a dead body? [][]

c) What caused the person's death? Mark all that apply.

- [1]. Was sick and died [4]. Stabbed and killed [7]. Not applicable
[2]. Motor vehicle accident [5]. Shot and killed [9]. Not known
[3]. Beaten to death [6]. Other, specify _____

I. DISTRESS SYMPTOMS

18. I am going to ask you how you feel when you see people hurting each other.

Very Kind of
True True
for me for me

Kind of Very
True True
for me for me

<input type="checkbox"/> <input type="checkbox"/>	a) Some children feel nervous when they see people hurting each other	BUT	Other children do not feel nervous when they see people hurting each other	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	b) Some children feel afraid that one day they might get hurt, when they see people hurting each other	BUT	Other children do not feel that they too can get hurt when they see people hurting each other	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	c) Some children wish they could sleep right through the night, after they see people hurting each other	BUT	Other children sleep right through the night whether they see people hurting each other or not	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	d) Some children get nightmares (bad dreams) when they see people hurting each other	BUT	Other children do not get nightmares when they see people hurting each other.	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	e) Some children think they always need to be ready to defend themselves because they see people hurting each other often.	BUT	Other children don't think they need to be ready to defend themselves from attack	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	f) Some children do not feel angry or upset when they see people hurting each other	BUT	Other children get angry or upset when they see people hurting each other	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	g) Some children do not feel depressed or sad when they see people hurting each other	BUT	Other children feel depressed or sad when they see people hurting each other	<input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	h) Some children are very concerned or bothered when they see people hurt each other	BUT	Other children are not concerned or bothered when they see people hurt each other	<input type="checkbox"/> <input type="checkbox"/>

J. DRUG EXPOSURE

19. Have you ever seen anyone

- a) smoking ganja? [1] Yes [2] No If yes, how often in the last four weeks? [] []
b) using cocaine? [1] Yes [2] No If yes, how often in the last four weeks? [] []
c) using any other drugs [1] Yes [2] No If yes, how often in the last four weeks? [] []
Specify names of drugs _____

20. Have you ever been offered

- a) a cigarette? [1] Yes [2] No If yes, how often in the last four weeks? [] []
b) ganja? [1] Yes [2] No If yes, how often in the last four weeks? [] []
c) cocaine? [1] Yes [2] No If yes, how often in the last four weeks? [] []
d) any other drug(s)? [1] Yes [2] No If yes, how often in the last four weeks? [] []
Specify names of drugs _____

21. Have you ever

- a) smoked a cigarette? [1] Yes [2] No If yes, how often in the last four weeks? [] []
b) smoked ganja? [1] Yes [2] No If yes, how often in the last four weeks? [] []
c) used cocaine? [1] Yes [2] No If yes, how often in the last four weeks? [] []
d) used any other drugs [1] Yes [2] No If yes, how often in the last four weeks? [] []
Specify names of drugs _____

22. What would you like to be when you grow up? _____

Student I.D. _____

COUNTING YOUR ASSETS

A Youth Development Survey

ASHE's programmes are about developing yourself—your talents, your skills, your self-confidence. It will help your teachers if they know something about you now—you in your family, with your friends, at school or work, inside yourself. Take the time to think about your answers and be as honest as you can—there are no right or wrong answers. If you don't understand the question, please ask. All your information will be kept confidential; nothing will be shared with other students.

A. YOUR FAMILY

1. Who are all the persons you live with at present?
[Tick each box that applies; if child lives with more than one of any category, e.g. with 3 brothers or 2 aunts, indicate the number in the blank]

<input type="checkbox"/> Mother	<input type="checkbox"/> Guardian	<input type="checkbox"/> Aunt(s) # _____
<input type="checkbox"/> Father	<input type="checkbox"/> Step/half sister(s) # _____	<input type="checkbox"/> Uncle(s) # _____
<input type="checkbox"/> Step-mother	<input type="checkbox"/> Step/half brother(s) # _____	<input type="checkbox"/> Other children # _____
<input type="checkbox"/> Step-father	<input type="checkbox"/> Grandmother	<input type="checkbox"/> Other adults # _____
<input type="checkbox"/> Brother(s) # _____	<input type="checkbox"/> Grandfather	
<input type="checkbox"/> Sister(s) # _____	<input type="checkbox"/> Partner/Spouse	

2. Do you visit regularly with any other family members (e.g. father, grandmother, etc.) who do not live with you? ☐ Yes ☐ No If yes, who? _____

3. How many different houses/apartments have you lived in since you were born?
 ① ② ③ ④ ⑤ ⑥ or more *(Shade the circle that applies)*

4. Do you have family living in foreign? ☐ Yes ☐ No If yes, who? _____

5. Do your family members outside Jamaica:
 Write you sometimes? ☐ Yes ☐ No [Who: _____]
 Phone you sometimes? ☐ Yes ☐ No [Who: _____]
 Send you money or things sometimes? ☐ Yes ☐ No [Who: _____]

6. *Think of all the members of your family or near-family(people who aren't blood but are close)—those you live with AND those you don't live with—and tell me which persons best answer each of the following questions. Put "no one" if that is the best answer.*

a. Who loves you the most? _____	g. Who disciplines you most? _____
b. Who do you love the most? _____	h. Who pays your school expenses? (e.g. fees, books, uniforms)? _____
c. Who do you fight or argue with the most? _____	i. Lunch and travel \$ _____
d. Who encourages you to do your homework? _____	j. Clothes/\$ for clothes _____
e. Who do you trust the most? _____	k. Spending money _____
f. Who teaches you manners, behaviour? _____	l. Who takes you on outings? _____

B. YOUR EDUCATION

1. Are you presently in school? ____ Yes ____ No **If No, go to Question 5.**
 If Yes, what Grade or Form have you just completed? _____
 At what school? _____
 In September, what school will you be in? ____ Same or _____
2. Do you go to school every day except for illness/emergency? ☐ Yes ☐ No
 If No, what keeps you from school? _____
3. Are you: ☐ always on time for school ☐ sometimes late ☐ usually late ?
4. Are you a ☐ Bright ☐ Average or ☐ Slow student for your age?
5. *Please think about the following statements about You and School-- how you feel about school now or how you felt when you were still in school (if no longer attending). You have a choice of four responses to each statement: 1 = Very true; 2 = Kind of true; 3 = Not so true; and 4 = Very untrue or "lie". Think about each question, then answer according to your own experience or feelings.*
- | | Very True | | | Very Untrue |
|--|-----------|---|---|-------------|
| a. You are/were talkative in class discussions | ① | ② | ③ | ④ |
| b. You are/were seen as a leader by your teachers | ① | ② | ③ | ④ |
| c. You find/found school work generally easy | ① | ② | ③ | ④ |
| d. You enjoy/enjoyed school | ① | ② | ③ | ④ |
| e. You do/did all your homework on time | ① | ② | ③ | ④ |
| f. Teachers generally like/liked you | ① | ② | ③ | ④ |
| g. You like/liked most of my teachers | ① | ② | ③ | ④ |
| h. You like people to know you go/went to that school | ① | ② | ③ | ④ |
| i. You are/were in many extra activities at school
(e.g. sports, clubs, service activities, etc.) | ① | ② | ③ | ④ |
| j. What do/did you like best about school? | _____ | | | |
| k. What do/did you like least about school? | _____ | | | |

C. YOUR WORK AT HOME (Chores)

1. On the next page is a list of chores that children often have to do at home. Tell me [or tick off if you are completing this yourself] whether you do these chores every day, every week, only sometimes, or never.

- | | Daily | Weekly | Sometimes | Never | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| a. Sweep Yard | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| b. Sweep/Tidy House | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| c. Work in a garden | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No garden |
| d. Cook meal(s) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| e. Wash dishes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| f. Wash your own clothes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| g. Wash others' clothes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| h. Wash car | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No car |
| i. Spread your bed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| j. Help others with school work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| k. Care for younger children
(feed, supervise, tidy, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No younger children |
| l. Care for old, sick person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> No old, sick person |
| m. Errands (to shop, pay bills, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| n. Anything else? _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
2. Do you get paid/an allowance for your home chores? ____ Yes ____ No

D. YOUR WORK OUTSIDE HOME

1. I have a job/jobs besides my home chores. ____ Yes ____ No If No, go to Section E.
2. If Yes, what work do you do? _____
3. Do you get paid for this work? ____ Yes ____ No
4. When do you do this work?
- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> during school time | <input type="checkbox"/> during the week (not in school) | <input type="checkbox"/> after school |
| <input type="checkbox"/> on weekends | <input type="checkbox"/> during school holidays (e.g. Christmas, summer) | |
5. What do you do with your pay?
- | | |
|---|--|
| <input type="checkbox"/> Spend it on myself | <input type="checkbox"/> Share with family members |
| <input type="checkbox"/> Save some of it | <input type="checkbox"/> Give it all to my parent/guardian |

E. YOURSELF

Just like in the section on You and School, please think about yourself and choose one of four responses to each of the following statements. Your four choices (like before) are: 1 = Very true; 2 = Kind of true; 3 = Not so true; and 4 = Very untrue or "lie". Think carefully, and answer as honestly as you can for your experience or feelings. There are no right or wrong answers.

	Very True		Very Untrue	
1. Your family is very proud of you	①	②	③	④
2. Your friends see you as a leader	①	②	③	④
3. You often get into fights or arguments	①	②	③	④
4. You are afraid to speak how you feel to adults	①	②	③	④
5. You are a very happy person	①	②	③	④
6. Your parents/guardian don't understand you	①	②	③	④
7. You tell the truth all the time	①	②	③	④
8. Most days you wish you were someone else	①	②	③	④
9. You have many friends	①	②	③	④
10. You are very creative (in crafts, art, music, etc.)	①	②	③	④
11. You are generally a shy person	①	②	③	④
12. You stick to a job till you finish it	①	②	③	④
13. You wish you lived in another country.	①	②	③	④
14. You generally do what you know you are supposed to do.		①	②	③ ④
15. You wish you were the opposite sex (girl/boy)	①	②	③	④
16. You have only one or two really close friends	①	②	③	④
17. You always keep your promises	①	②	③	④
18. You wish you had a different type of hair	①	②	③	④
19. You often get blamed for things you do not do	①	②	③	④
20. You give up easily	①	②	③	④
21. You like the way your body looks	①	②	③	④
22. You prefer to keep your feelings to yourself	①	②	③	④
23. You avoid fights whenever possible	①	②	③	④
22. You trust boys more than girls	①	②	③	④
23. You wish your skin was a different colour	①	②	③	④
24. People like you when they first meet you	①	②	③	④
25. You know all about what menstruation means	①	②	③	④
26. You like being by yourself	①	②	③	④
27. Your life so far has been very happy	①	②	③	④

- 28.. What do you like best about yourself? _____
29. Who do you talk to when you are unhappy? _____
30. Who do you ask for help when you need it? _____
31. What do you most like to do in your spare time (outside school/work): _____
-
34. When you get angry, which of these things do you usually do?
- ☐ curse the person ☐ try to talk to the person ☐ hit the person
- ☐ count to ten ☐ walk away and think about it
- ☐ wonder what you did wrong ☐ Other: _____
35. What would you like to change about yourself if you could? _____
-

F. CLOSE RELATIONSHIPS

1. Of the following three choices, do you spend the most time with:
- ☐ friends of your own sex (girls with girls/ boys with boys)
- ☐ friends of the opposite sex (girls with boys/boys with girls)
- ☐ friends of both sexes
2. Tell us how you feel about the following statements, using the same four choices as before. *Your four choices are: 1 = Very true; 2 = Kind of true; 3 = Not so true; and 4 = Very untrue or "lie". Think carefully, and answer as honestly as you can for your experience. Remember, there are no right or wrong answers.*

	Very True		Very Untrue	
a. You can trust your friends with all your secrets	①	②	③	④
b. Many of your friends want to be like you	①	②	③	④
c. Boys who hug each other are usually gay	①	②	③	④
d. Friendship is more important than sex	①	②	③	④
e. You can talk comfortably about sex with others	①	②	③	④
f. You would lie for your friends if they asked you	①	②	③	④
g. Having money is more important than having friends	①	②	③	④

(Continued on next page)

- | | Very True | | | Very Untrue |
|--|-----------|---|---|-------------|
| h. Having a girl/boyfriend means you should have sex | ① | ② | ③ | ④ |
| i. You don't understand what a wet dream means | ① | ② | ③ | ④ |
| j. Youd rather be with friends than be alone | ① | ② | ③ | ④ |
| k. The man is supposed to be the head of the house | ① | ② | ③ | ④ |
| l. Sometimes it's O.K. for a man to beat his woman | ① | ② | ③ | ④ |
| m. It's important for both partners not to cheat on each other | ① | ② | ③ | ④ |

3. There are many reasons why young people want to have a girlfriend or boyfriend. Among your friends, what do you think are the **two most important reasons** for wanting a girlfriend or boyfriend?

a) _____ b) _____

Sexual feelings and behaviour are usually very private matters for teens and adults. The following information will be kept very private, but will help us understand more about the experiences of children your age. So please answer the following questions about your feelings and experiences as honestly as possible.

- | | | |
|--|------------------------------|-----------------------------|
| 4. Did a boy or man ever feel you up or kiss you? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Did this ever happen against your will? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Did you ever feel up or kiss a boy or man? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Did a girl or woman ever feel you up or kiss you? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Did this ever happen against your will? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Did you ever feel up or kiss a girl or woman? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. Do you ever masturbate ("jerk off", "play with yourself")? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11. Have you had sexual intercourse ("gone all the way")? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12. If you said No, what are your main reasons for not yet having sex? | | |

If you said Yes, please answer the following:

- a. Were you forced the first time you had intercourse? ☐ Yes ☐ Sort of ☐ No
- b. How old were you at the time? _____ The other person was about _____ yrs. old then.
- c. How many sexual partners have you had so far? _____
- d. They were: ☐ your age ☐ older than you ☐ younger than you (Can tick more than one)

(Continue next page)

e. The last time you had sex, did you/your partner use protection? ____ Yes ____ No

If Yes, what forms of protection did you/your partner use?

- | | |
|---|--|
| <input type="checkbox"/> Condoms (rubbers) | <input type="checkbox"/> Birth control pills, injection, IUD |
| <input type="checkbox"/> Withdrawal (pulling out) or rhythm (safe time) | <input type="checkbox"/> Sponge, cream, diaphragm |
| <input type="checkbox"/> Douches (like Pepsi, Coca Cola) | <input type="checkbox"/> Other: _____ |

If No, what were your reasons for not using protection?

13. Did you ever catch a sex disease (STD)? ☐ Yes: (type) _____ ☐ No

If Yes, what did you do to cure it? _____

14. Have you ever been pregnant/gotten someone pregnant? ____ Yes ____ No

If Yes, what happened? ☐ had the baby ☐ had an abortion

☐ Other: _____

15. Have you ever had an experience of **sexual abuse**? (When someone touches you or does something to you they shouldn't, or forces you to touch them sexually or have sex with them)

☐ Yes ☐ No

If yes, was this from ☐ an adult who lives with you?

☐ an adult who does NOT live with you?

☐ a brother, sister, teenager who lives with you?

☐ a boyfriend, girlfriend, teenager who doesn't live with you?

G. TAKING RISKS

Almost all young people experiment at one time or another with doing things that older people or other young people say they shouldn't. They say, don't do it because it's dangerous, or not good for you, or could get you in trouble. Sometimes for young people this is exciting, and makes them feel grown up. For others it is frightening, or they feel under pressure to do things from friends, other youth, etc. For this survey, we need to know how often you have taken these chances. No one here, or your parents or your school will know what you put on this paper, so please be completely honest.

Please fill in the chart on the next page, ticking the boxes that tell us how often you do these things, and whether you do them alone or with friends.

Activities	Tick One				Tick 1 or both:	
	Used to	Once in a while	Often	Never	Alone	w/friends
1. Smoking cigarettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Smoking ganja	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Stealing money/things from family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Stealing money/things from other persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Drinking beer, wine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Drinking hard liquor (rum, whiskey, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Taking cocaine (coke/crack)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Taking an illegal drug by a needle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Running away from home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Driving a vehicle without a license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Gambling for money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Being a member of a gang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Carrying a weapon (gun, knife)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Have you ever been charged by the police? ☐ Yes ☐ No
 15. Have you ever been sent by the Court to a place of safety? ☐ Yes ☐ No
 16. Have any of your present friends spent time in jail? ☐ Yes ☐ No

H. YOUR WIDER WORLD

1. I have learned the most about life from:
☐ television ☐ older men ☐ my friends ☐ on the street
☐ school ☐ older women ☐ parent(s) ☐ church
☐ youth clubs ☐ Other: _____
2. During the week approximately how many hours a day do you watch TV? _____
3. What is your favourite show? _____
4. Where in the world would you most love to visit? _____
5. Please give your most honest response to the following statements, as you have done before, choosing from the same four choices: 1 = *Very true*; 2 = *Kind of true*; 3 = *Not so true*; and 4 = *Very untrue or "lie"*. Remember, there are no right or wrong answers.

- | | Very True | | | Very Untrue |
|---|-----------|---|---|-------------|
| a. Jamaican history and culture are as great as any other country | ① | ② | ③ | ④ |
| b. Patois is inferior to Standard English | ① | ② | ③ | ④ |
| c. You'd rather be with people of the same race | ① | ② | ③ | ④ |

- | | | | | |
|--|---|---|---|---|
| d. You wouldn't want a close friend (male or female) who was gay | ① | ② | ③ | ④ |
| e. I laugh at retarded or "mad" people | ① | ② | ③ | ④ |
| f. I can't stand the people in my area | ① | ② | ③ | ④ |
| g. All people (male, female, gay, straight) have equal rights | ① | ② | ③ | ④ |
| i. Rasafarianism is equal to any other religion | ① | ② | ③ | ④ |
| j. Ballet is a higher dance form than folk dance | ① | ② | ③ | ④ |
| k. Going to an obeah doctor is a sin | ① | ② | ③ | ④ |
| l. You are very proud to be from your community | ① | ② | ③ | ④ |

I. YOUR SKILLS AND TALENTS

1. *Skills and talents come in hundreds of forms. They can be things you learned to do from others, things you developed on your own, or things that just seem to "come naturally". A skill or talent is simply something you believe or others believe that you can do well. Please list as many of your own talents and skills as you can.*

_____	_____	_____
_____	_____	_____
_____	_____	_____

- | | |
|--|--|
| 2. Do you perform any of these talents for others? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3. Do your parents encourage you to develop these talents? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4. Do you plan to use these talents in your future career? | <input type="checkbox"/> Yes <input type="checkbox"/> No |

I. YOUR GROUP MEMBERSHIPS

1. Do you belong to any groups or organizations? ☐ Yes ☐ No

If Yes, tick below which ones you belong to and your level of participation:

- | | Weekly | Monthly | Rarely |
|---|-------------------------------------|--------------------------|--------------------------|
| a. Church/Religious Organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Religious Youth group | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Sports Club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Police Youth Club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. 4-H Club | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Musical Group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Political Youth Group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Choir (___church, ___school, ___community) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. School Club:(name)_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Other:(name)_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

J. YOUR FUTURE

1. When you think about your future what mostly do you feel:

- ☐ afraid ☐ excited ☐ don't care
☐ confident ☐ depressed ☐ Other: _____

2. Which of the following do you want to achieve by the time you are 20 years old?

- | | |
|---|--|
| <input type="checkbox"/> Complete secondary/high school (Grade 11) | <input type="checkbox"/> Have children |
| <input type="checkbox"/> Learn a trade | <input type="checkbox"/> Set up my own business |
| <input type="checkbox"/> Take courses at a community/commercial college | <input type="checkbox"/> Migrate to work or study |
| <input type="checkbox"/> Get a job | <input type="checkbox"/> Migrate for a better life |
| <input type="checkbox"/> Become a performing artist | <input type="checkbox"/> Get married |
| <input type="checkbox"/> Go to University in Jamaica | <input type="checkbox"/> Other: _____ |

3. Do your parents usually agree with your ideas or plans for the future? ☐ Yes ☐ No

4. What would you most like to be/be doing at age 25? _____

5. What do you think you need or would help you to reach this goal? _____

6. Have you answered all the questions in this survey honestly? ☐ Yes ☐ No ☐ Partly

THANK YOU for your patience and honesty in completing this form. It will help in planning better for the healthy development of Jamaica's young people.

Counting Your Assets Questionnaire

Altogether, information from assets forms was entered for 126 children. Not all those who were interviewed were children who were listed as experimental or control children. In the confusion of too-busy ASHE staff, quite a few children were tested without reference to their participation in the research study. While most of the eventual experimental and control children who were administered the Assets questionnaire a second time are included in this data, the inclusion of non-study children means that **this data cannot be used to accurately describe the study set of children.** It was prepared half-way through the project to provide an initial reading on the kinds of data obtainable with this instrument, and to *generally* describe the population of children attending ASHE. With time and resources, the computerised data could be reconfigured with only the research subjects.

A. Your Family:

1. Who are the persons you live with at present?

Mother	54	Other adults	19
Aunt(s)	45	Guardian	17
Sister(s)	44	Grandfather	16
Other children	40	Partner/Spouse	16
Grandmother	39	Step-father	10
Brother(s)	34	Step-mother	4
Uncle(s)	25	Step/half sister	4
Father	24	Step/half brother	0

Households overall have more females than males (excluding categories not gendered in the list). In fact, many (not all) students completed the questionnaire's request for numbers of persons in the categories suggesting this possibility. Thus when these multiples are added in, the children interviewed live with at least 206 females (mothers, step-mothers, aunts, grandmothers and sisters), and 116 males (fathers, step-fathers, uncles, grandfathers and brothers). If we add the other 225 indicated as other adults, other children, guardians and partner/spouses, the *minimum* number in total would be 547 persons, suggesting that household size for this sample is at least 5 1/3 persons.

2. Do you visit regularly with any other family members who do not live with you?

Yes: 94:	Father: 20	No: 2	N/A 10*
	Aunt 17		
	Grandmother 15		
	Mother: 14		*Note that not all children
	Uncle 8		answered all questions on
	Brother 7		the form. Therefore #s
	Sister 1		of responses rarely total 126.
	Others 2		
	More than 1 person indicated: 10		

3. *How many different houses/apartments have you lived in since you were born?*
46 have lived in 2 places since birth; 40 in three; 21 in only one; 10 others have lived in 4, 5, or six places. One person says s/he has lived in 18 places.
4. *Do you have family living in foreign?* At least 109 said Yes (a few answers unclear). Of these, persons named abroad included Uncle (29), Mother (18), Aunt (18), Grandma (4), Father (2). 39 others named more than one person.
5. To questions about *whether these persons abroad write, phone or send money/things* to the children, the majority answered "Yes" to these; but 26 (of 109 responses) said they did not write; 35 (of 109) said they did not phone; 23 (of 93) said they did not send anything.
6. A set of 12 queries sought to determine *which persons in the lives of these children function significantly in relation to them*. The responses present an interesting range of relationships which support these children in different ways:

<i>Who loves you the most?</i>	Mother	73	Step-mother	2	
	Grandmother	16	Step-father	1	N/A: 8
	Aunt	11	Step-brother	1	
	Father	3	Sister	1	
	Uncle	2	Partner	1	
	Other:	3	Multiple responses:	4	

<i>Who do you love most?</i>	Mother	70	Stepmother	1	
	Father	19	Partner	1	N/A 8
	Aunt	12	Cousin	1	
	Grandfather	4	Other child	1	
	Grandmother	3	Other adult	1	
	Sister	1	Mult. Resp.	4	

<i>Who do you fight/argue with the most?</i>	Brother(s)	20	Cousin	3	
	Sister(s)	17	Guardian	2	N/A 23
	Other ch'ren	8	No one	2	
	Partner/spouse	6	Uncle	1	
	Father	5	Grandma	1	
	Mother	3	Mult. Resp	32	

<i>Who encourages you to do your homework?</i>	Mother	30	No one	4	
	Father	22	Other ch'ren	3	N/A 8
	Aunt	20	Brother	2	
	Grandfather	11	Sister	2	
	Grandmother	8	Guardian	1	
	Uncle	7	Partner	1	
	Stepmother	4	Mult. Resp.	2	

<i>Who do you trust most?</i>	Mother	30	Uncle	6	N/A 19
	Sister	19	Other ch'ren	2	
	Grandmother	13	Cousin	1	
	Aunt	12	Step/half bro	1	
	Father	9	Mult. Resp.	4	
	Partner	8			
<i>Who teaches you manners, behaviour?</i>	Mother	46	Stepmother	1	N/A 9
	Aunt	22	Stepfather	1	
	Father	15	Step/half bro	1	
	Grandmother	10	Partner	1	
	Grandfather	10	Other ch'ren	1	
	Brother	2	No one	1	
	Sister	1	Mult. Resp.	5	
<i>Who disciplines you most?</i>	Mother	32	Brother	2	N/A 8
	Father	26	No one	2	
	Aunt	24	Other ch'ren	1	
	Grandmother	11	Stepfather	1	
	Uncle	8	Mult. Resp.	4	
	Grandfather	7			
<i>WHO PAYS FOR:</i>					
<i>School fees, books, uniform?</i>	Mother	54	Stepmother	1	N/A 13
	Father	26	Stepfather	1	
	Aunt	14	Brother	1	
	Grandfather	7	Mult. Resp.	7	
	Grandmother	2			
<i>Lunch and Travel \$?</i>	Father	40	Grandmother	1	N/A 15
	Mother	35	Guardian	1	
	Grandfather	11	Stepfather	1	
	Aunt	10	Stepmother	1	
	Brother	2	No one	1	
	Sister	2	Mult. Resp.	5	
<i>Clothes/\$ for clothes?</i>	Mother	68	Stepmother	1	N/A 16
	Father	17	Sister	1	
	Aunt	14	Guardian	1	
	Grandmother	2	Uncle	1	
	Step/half sis	1	Mult. Resp.	4	
<i>Spending money?</i>	Father	46	Uncle	1	N/A 14
	Mother	21	Cousin	1	
	Aunt	151	Sister	1	
	Grandfather	15	Brother	1	
	Stepmother	3	No one	1	
	Grandmother	3	Mult. Resp.	4	

<i>Who takes you on outings?</i>	Mother	37	Cousin	2	
	Father	16	Grandmother	1	N/A 14
	Aunt	16	Brother	1	
	Uncle	13	Stepfather	1	
	Sister	8	No one	1	
	Other ch'ren	4	Mult. Resp.	12	

B. YOUR EDUCATION

1. *Are you presently in school?* YES 113 No 5 N/A 8

If yes, what grade have you just completed? More than half of those attending just completed Grade 7 (14), Grade 8 (38), or Grade 9 (17). The rest had completed Grades 1-3 (6), Grades 4-6 (26), Grade 10 (10), and Grade 11 (2).

[If these are the same 113 who are currently in school, and the age range of children is 10 – 15, these figures need querying.]

2. *Do you go to school everyday except for illness/emergency?*
YES 100 NO 12 5 state they don't attend school; thus N/A 9

3. *Are you:* *always on time?* 50
Sometimes late? 50
Usually late? 13

4. *Are you a:* *Bright?* 50
Average? 44 *student for your age?*
Slow? 19

5. Children were asked to indicate on a 4-point rating scale how they felt about nine aspects of their school life. For each statement they could say whether it was "very true", "sort of true", "sort of untrue", and "very untrue" of themselves. If not in school, they could answer as they remembered themselves when in school. The nine statements received from 110 to 118 responses each. The responses are summarised as follows:

	Very true	S/true	S/untrue	Very Untrue
You are/were always talkative in class discussions	57	33	10	21
You are/were seen as a leader by your teachers	49	37	10	22
You find/found school work generally easy	59	33	9	17
You enjoy/enjoyed school	99	14	1	4
You do/did all your homework on time	70	25	16	4
Teachers generally like/liked you	85	18	3	11
You like/liked most of your teachers	86	14	8	10
You like people to know you go/went to that school	89	6	12	3
You are/were in many extra activities at school	68	13	20	9

C. YOUR WORK AT HOME (Chores)

Children were asked about whether they did the following chores, and if they did, how regularly. A summary of their responses follows:

	Daily	Weekly	S'times	Never	N/A
Sweep yard	33	21	47	16	9
Sweep/tidy house	35	13	68	2	8
Work in garden (26 no garden)	23	3	35	30	9
Cook meal(s)	9	18	66	25	8
Wash dishes	32	20	59	6	9
Wash own clothes	16	44	50	8	8
Wash car (46 have no car)	3	9	12	47	9
Sprid your bed	78	5	20	10	13
Help others with schoolwork	32	6	41	38	9
Care for younger children*	41	7	42	16	9
Care for old, sick person*	27	5	51	20	8
Errands	35	7	44	16	20 +4?

* 11 had no younger children in home; 15 had no old/sick person.

2. *Do you get paid/an allowance for home chores?*

YES 19 NO 68 N/A 39

D. YOUR WORK OUTSIDE HOME

Nine (9) children indicated that they had paid employment outside their homes. Seventy six (76) said they did not. Forty one (41) did not answer this question. As questions 4 and 5 could have multiple answers, the numbers don't tally with numbers of children stating they work for pay. However, they do the work during school time (10), weekends (1), during week (1), and on holidays (8). Ten (10) say they spend their pay of themselves; eight (8) share wages with family, and 1 saves.

In the next section, children were asked to respond to each of 29 statements on the same 4-point rating scale as under section B, Education. The questions probe children's perceptions of and feelings about themselves. The results follow:

E. YOURSELF

	Very true	S/true	S/untrue	Very Untrue	N/A
1. Your family is very proud of you	98	7	6	10	5
2. Your friends see you as a leader	33	29	18	42	4
3. You often get into fights or arguments	13	21	34	54	4
4. You are afraid to speak how you feel to adults	36	30	7	49	4
5. You are a very happy person	89	23	5	4	4+1
6. Your parents/guardian don't understand you	26	32	7	56	5
7. You tell the truth all the time	16	45	23	38	4
8. Most days you wish you were someone else	47	31	5	39	4
9. You have many friends	84	20	11	7	4
10. You are very creative (in crafts, arts, music, etc.)	74	18	19	11	4
11. You are generally a shy person	57	21	5	39	4
12. You stick to a job till you finish it	83	23	12	4	4
13. You wish you lived in another country	41	21	7	53	4
14. You generally do what you know you are supposed to do	61	38	10	13	4
15. You wish you were the opposite sex (girl/boy)	23	10	3	86	4
16. You have only one or two really close friends	70	3	11	38	4
17. You always keep your promises	54	42	7	19	4
18. You wish you had a different type of hair	59	6	4	53	4
19. You often get blamed for things you do not do	56	28	8	30	4
20. You give up easily	40	11	14	57	4
21. You like the way your body looks	93	9	8	12	4
22. You prefer to keep your feelings to yourself	76	20	8	18	4
23. You avoid fights whenever possible	87	22	5	7	5
24. You trust boys more than girls	40	24	10	47	5
25. You wish your skin was a different colour	43	14	3	62	4
26. People like you when they first meet you	69	34	3	16	4
27. You know all about what menstruation means	68	3	5	38	11
28. You like being by yourself	26	50	5	41	4
29. Your life so far has been very happy	65	40	1	16	4

[Info from 30 – 33 and 35 were open-ended questions; not tallied]

34. *When you get angry, which of these things do you usually do?*

Curse the person	44	
Wonder what you did wrong	20	N/A 9
Walk away and think about it	19	
Try to talk to the person	13	
Count to ten	9	
Hit the person	2	
Other	10	

F. CLOSE RELATIONSHIPS

This section probes the sensitive areas of close friendships and sexual attitudes and behaviours.

1. <i>Do you spend the most time with :</i>	<i>friends of your own sex?</i>	25	
	<i>friends of the opposite sex?</i>	3	N/A 16
	<i>friends of both sexes?</i>	65	
	<i>_____?</i>	17	

2. Another rating section asked the respondents to indicate how they felt in relation to 13 items related to relationships:

	Very true	S/true	S/untrue	Very Untrue	N/A
a. You can trust your friends with all your secrets	22	28	19	48	8+1
b. Many of your friends want to be like you	41	26	25	29	5
c. Boys who hug each other are usually gay	26	10	6	80	4
d. Friendship is more important than sex	108	—	2	12	4
e. You can talk comfortably about sex with others	49	26	6	39	6
f. You would lie for your friends if they asked you	13	25	21	63	4
g. Having money is more important than having friends	19	15	4	84	4
h. Having a girl/boyfriend means you should have sex	16	3	7	95	5
i. You don't understand what a wet dream means	44	4	3	61	14
j. You'd rather be with friends than be alone	56	40	11	15	4
k. The man is supposed to be the head of the house	40	4	3	75	4
l. Sometimes it's O.K. for a man to beat his woman	20	—	2	92	12
m. It's important for both partners not to cheat on each other	107	1	1	5	12

[F# 3 Open-ended, re reasons for having girlfriend, boyfriend]

In the following probes about sexual behaviour, the lowest number of responses was 99; the highest 122.

	YES	NO	N/A
4. <i>Did a boy or man ever feel you up or kiss you?</i>	21	100	4
5. <i>Did this ever happen against your will?</i>	16	95	15
6. <i>Did you ever feel up or kiss a boy or man?</i>	11	111	4
7. <i>Did a girl or woman ever feel you up or kiss you?</i>	34	88	4
8. <i>Did this ever happen against your will?</i>	10	96	20
9. <i>Did you ever feel up or kiss a girl or woman?</i>	29	70	27
10. <i>Do you ever masturbate?</i>	22	100	4
11. <i>Have you had sexual intercourse (gone all the way?)</i>	32	90	4

12. *If NO, what are your main reasons for not yet having sex?*

[Open-ended]

If YES, [NB: 32 answered Yes, 1 less than most responses below]

Were you forced the first time you had intercourse?

YES 20 Sort of 3 NO 10

How old were you at the time?

7-8	11
11-12	18
14-15	4

The other person was about ____ yrs, old then:

7	4
10-11	21
12-13	5
14	1
19	1

How many sexual partners have you had so far?

1	7
2	2
3	12
5	7
6	1
10	4

They were :

<i>your age</i>	20	<i>younger than you</i>	2
<i>older than you</i>	10	<i>Mult. Resp.</i>	1

The last time you had sex, did you/your partner use protection? YES 19 NO 6
[Other 8?]

If Yes, what forms of protection did you/your partner use? Condoms 19 Withdrawal 1

13. Ever catch an STD? No 17 [no other responses]

14. Ever been/gotten someone pregnant? No 13 [no other responses]

15. Have you ever had an experience of sexual abuse? YES 4 NO 36 N/A 82
"4" 4

If yes: with an adult who lives with you? 1

With an adult who does NOT live with you? 5

With a brother, sister, teenager who lives with you? 0

With a boyfriend, girlfriend, teenager who doesn't live with you? 2 Total 8

G. TAKING RISKS

In this section, the children were asked to answer questions about behaviours that are often described as risky or illegal. They were assured (as throughout) that their answers would be kept confidential. The questions probed frequency, and then whether they did these things primarily alone or with friends.

		Used to	Once in a while	Often	Never	N/A
1.	Smoking cigarettes	11	24	--	85	6
2.	Smoking ganja	6	5	--	110	5
3.	Stealing money/things from family	3	14	2	102	5
4.	Stealing money/things from other persons	2	2	--	117	5
5.	Drinking beer, wine	9	42	11	54	10
6.	Drinking hard liquor	1	14	9	91	11
7.	Taking cocaine	--	--	--	116	10
8.	Taking an illegal drug by a needle	--	--	--	116	10
9.	Running away from home	2	4	--	110	10
10.	Driving a vehicle without a license	--	8	1	108	9
11.	Gambling for money	2	3	4	106	11
12.	Being a member of a gang	5	8	3	99	11
13.	Carrying a weapon (gun, knife)	1	13	3	98	11

For smoking cigarettes, smoking ganja, drinking beer and hard liquor, and gambling, respondents indicated that they usually did these things with friends (6-10 times more often than when alone. Carrying a weapon was more often done alone (13:2).

Three questions which probed entanglements with the law, 3 respondents said they had been charged by the police (18 N/A and 4 ?); 5 said they had been sent by the Court to a place of safety (N/A 16), while 11 indicated that one or more of present friends had spent time in jail (N/A 16).

H. YOUR WIDER WORLD

This section sought to gather information on how these young people see and think about some aspects of the wider world around them.

1.	<i>I have learned the most about life from:</i>	school	36	older women	4
		television	35	my friends	2
		older men	11	youth clubs	2
		church	8	Other:	10
		parent(s)	5	N/A	13

2. *During the week approximately how many hours a day do you watch TV?*

1 hour	11	Responses suggest that some persons may have heard "during the week" instead of "hours a day". Several responses could not be true if read as hours per day.
2 hours	21	
3-4 hours	29	
5-6 hours	33	
8, 14, 16, 18, 23, 35 hours	1 each	
12 hours	5	
24 hours	7	

3. Favourite show? [open-ended]

4. Where in the world would you most love to visit? [open-ended]

5. This section provided 11 statements for children to again indicate the strength of their agreement/disagreement:

	Very true	S/true	S/untrue	Very Untrue	N/A
a. Jamaican history and culture are as great as any other country	108	3	--	6	9
b. Patois is inferior to Standard English	45	--	5	44	8+11?
c. You'd rather be with people of the same race	50	40	4	24	8
d. You wouldn't want a close friend (male or female) who was gay	58	24	6	30	8
e. I laugh at retarded or "mad" people	8	26	26	58	8
f. I can't stand the people in my area	47	34	13	24	8
g. All people (male, female, gay, straight, have equal rights	82	16	3	17	8
h. Rastafarianism is equal to any other religion	39	4	24	51	8
i. Ballet is a higher dance form than folk dance	24	20	23	39	12+8?
j. Going to an obeah doctor is a sin	66	21	19	12	8
k. You are very proud to be from your community	75	15	7	10	19

I. YOUR SKILLS AND TALENTS

Please list as many of your own talents and skills as you can.

Children listed the following:

Football:	10	Swimming	3	Push-ups	1
Singing	6	Acting	3	Running	1
Basketball	5	Sweeping	2	2	1
Dancing	5	Washing	2		
Deejay	4	Cooking	1		
Netball	4	Reading	1		

[Not all children filled in this section; some indicated more than one talent or skill]

Do you perform any of these talents for others? YES 91 NO 22 N/A 13

Do your parents encourage you to develop these talents?
YES 89 NO 13 N/A 24

Do you plan to use these talents in your future career?
YES 50 NO 44 N/A 32

J. YOUR GROUP MEMBERSHIPS

1. *Do you belong to any groups or organisations?* YES 82 NO 1
3 9 N/A 34

If Yes, tick below which ones you belong to and your level of participation:

		Weekly	Monthly	Rarely	Other
a.	Church/religious organisation	22	35	9	4: 2
b.	Religious youth group	22	16	17	
c.	Sports Club	34	2	21	
d.	Police youth Club	3	8	10	
e.	4-H Club	10	1	-	
f.	Musical group	22	3	1	
g.	Political Youth group	19	1	1	
h.	Choir	10	3	1	
i.	School Club	27	-	2	
j.	Other	-	-	-	

When you think about your future what mostly do you feel?

Afraid	15	Depressed	3		
Confident	51	Other	6	(See responses, open-ended)	N/A 11
Excited	39	Multiple resp.	1		

Which of the following do you want to achieve by the time you are 20 years old?

[This question was not set up in the data system for multiple responses; therefore the data entry person indicated only the first entry, the table therefore says nothing about the range of goals, which was the intent. I've therefore not itemised for now.]

Do your parents usually agree with your ideas or plans for the future?

YES	83	NO	13	N/A	30
-----	----	----	----	-----	----

What would you most like to be/be doing at age 25? (See responses, open-ended)

What do you think you need or would help you to reach this goal? (See responses)

Have you answered all the questions in this survey honestly? YES 116 N/A 10

NOTE: THE ABOVE DATA IS NOT TO BE CITED FOR ANY PURPOSE OTHER THAN DESCRIBING THE KINDS OF INFORMATION OBTAINABLE FROM THE "COUNTING OUR ASSETS" QUESTIONNAIRE.

Comparing School Variables - QB5

	Control / Experimental							
	Control				Experimental			
	TIME1 - Talkative in class discussions		TIME2 - Talkative in class discussions		TIME1 - Talkative in class discussions		TIME2 - Talkative in class discussions	
	C	%	C	%	C	%	C	%
very true	10	55.6%	7	38.9%	24	49.0%	25	49.0%
Kind of true	5	27.8%	7	38.9%	16	32.7%	13	25.5%
Not so true	1	5.6%			2	4.1%	4	7.8%
Very untrue	2	11.1%	4	22.2%	7	14.3%	9	17.6%

Counting Your Assets

Comparing School Variables - QB5

	Control / Experimental							
	Control				Experimental			
	TIME1 - Seen as a leader by teachers		TIME2 - Seen as a leader by teachers		TIME1 - Seen as a leader by teachers		TIME2 - Seen as a leader by teachers	
	C	%	C	%	C	%	C	%
very true	10	55.6%	7	38.9%	22	44.9%	18	35.3%
Kind of true	4	22.2%	9	50.0%	15	30.6%	17	33.3%
Not so true	2	11.1%	1	5.6%	3	6.1%	10	19.6%
Very untrue	2	11.1%	1	5.6%	9	18.4%	6	11.8%

Counting Your Assets

Comparing School Variables - QB5

	Control / Experimental							
	Control				Experimental			
	TIME1 - find school work generally easy		TIME2 - find school work generally easy		TIME1 - find school work generally easy		TIME2 - find school work generally easy	
	C	%	C	%	C	%	C	%
very true	11	61.1%	4	22.2%	27	55.1%	13	25.5%
Kind of true	5	27.8%	8	44.4%	14	28.6%	19	37.3%
Not so true	1	5.6%	2	11.1%	3	6.1%	15	29.4%
Very untrue	1	5.6%	4	22.2%	5	10.2%	4	7.8%

Counting Your Assets

Comparing School Variables - QB5

	Control / Experimental							
	Control				Experimental			
	TIME1 - Enjoy/enjoyed School		TIME2 - Enjoy/enjoyed School		TIME1 - Enjoy/enjoyed School		TIME2 - Enjoy/enjoyed School	
	C	%	C	%	C	%	C	%
very true	15	83.3%	12	66.7%	42	85.7%	37	72.5%
Kind of true	2	11.1%	4	22.2%	4	8.2%	11	21.6%
Not so true			2	11.1%	1	2.0%	2	3.9%
Very untrue	1	5.6%			2	4.1%	1	2.0%

Counting Your Assets

Comparing School Variables - QB5

	Control / Experimental							
	Control				Experimental			
	TIME1 - Do/Did all homework on time		TIME2 - Do/Did all homework on time		TIME1 - Do/Did all homework on time		TIME2 - Do/Did all homework on time	
	C	%	C	%	C	%	C	%
very true	12	66.7%	6	33.3%	31	64.6%	16	31.4%
Kind of true	2	11.1%	7	38.9%	9	18.8%	17	33.3%
Not so true	4	22.2%	3	16.7%	7	14.6%	10	19.6%
Very untrue			2	11.1%	1	2.1%	8	15.7%

Counting Your Assets

Comparing School Variables - QB5

	Control / Experimental							
	Control				Experimental			
	TIME1 - Like/Liked most my teachers		TIME2 - Like/Liked most my teachers		TIME1 - Like/Liked most my teachers		TIME2 - Like/Liked most my teachers	
	C	%	C	%	C	%	C	%
very true	16	88.9%	7	38.9%	34	69.4%	31	62.0%
Kind of true	1	5.6%	7	38.9%	7	14.3%	15	30.0%
Not so true			1	5.6%	4	8.2%	4	8.0%
Very untrue	1	5.6%	3	16.7%	4	8.2%		

Counting Your Assets

Comparing School Variables - QB5

	Control / Experimental							
	Control				Experimental			
	TIME1 - Like people to know you go/went to that school		TIME2 - Like people to know you go/went to that school		TIME1 - Like people to know you go/went to that school		TIME2 - Like people to know you go/went to that school	
	C	%	C	%	C	%	C	%
very true	14	82.4%	12	66.7%	34	72.3%	41	80.4%
Kind of true			2	11.1%	3	6.4%	6	11.8%
Not so true	2	11.8%	2	11.1%	8	17.0%		
Very untrue	1	5.9%	2	11.1%	2	4.3%	4	7.8%

Counting Your Assets

Comparing School Variables - QB5

	Control / Experimental							
	Control				Experimental			
	TIME1 - Are/were in many extra activities at school		TIME2 - Are/were in many extra activities at school		TIME1 - Are/were in many extra activities at school		TIME2 - Are/were in many extra activities at school	
	C	%	C	%	C	%	C	%
very true	9	52.9%	10	55.6%	26	59.1%	24	47.1%
Kind of true	2	11.8%	2	11.1%	6	13.6%	11	21.6%
Not so true	4	23.5%			11	25.0%	9	17.6%
Very untrue	2	11.8%	6	33.3%	1	2.3%	7	13.7%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Can trust friends with all secrets		TIME2 - Can trust friends with all secrets		TIME1 - Can trust friends with all secrets		TIME2 - Can trust friends with all secrets	
	C	%	C	%	C	%	C	%
very true	5	27.8%	4	22.2%	11	22.4%	10	19.6%
Kind of true	3	16.7%	6	33.3%	10	20.4%	14	27.5%
Not so true	2	11.1%	6	33.3%	9	18.4%	10	19.6%
Very untrue	8	44.4%	2	11.1%	19	38.8%	17	33.3%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Many friends want to be like you		TIME2 - Many friends want to be like you		TIME1 - Many friends want to be like you		TIME2 - Many friends want to be like you	
	C	%	C	%	C	%	C	%
very true	7	38.9%	6	33.3%	17	34.7%	13	25.5%
Kind of true	3	16.7%	7	38.9%	10	20.4%	20	39.2%
Not so true	2	11.1%	2	11.1%	10	20.4%	11	21.6%
Very untrue	6	33.3%	3	16.7%	12	24.5%	7	13.7%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Boys who hug each other are usually gay		TIME2 - Boys who hug each other are usually gay		TIME1 - Boys who hug each other are usually gay		TIME2 - Boys who hug each other are usually gay	
	C	%	C	%	C	%	C	%
very true	5	27.8%	1	5.6%	11	22.4%	11	21.6%
Kind of true			3	16.7%	5	10.2%	4	7.8%
Not so true			7	38.9%	3	6.1%	6	11.8%
Very untrue	13	72.2%	7	38.9%	30	61.2%	30	58.8%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Friendship more important than sex		TIME2 - Friendship more important than sex		TIME1 - Friendship more important than sex		TIME2 - Friendship more important than sex	
	C	%	C	%	C	%	C	%
very true	14	77.8%	14	77.8%	43	87.8%	39	76.5%
Kind of true							3	5.9%
Not so true			1	5.6%	1	2.0%	8	15.7%
Very untrue	4	22.2%	3	16.7%	5	10.2%	1	2.0%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Talk comfortable about sex with others		TIME2 - Talk comfortable about sex with others		TIME1 - Talk comfortable about sex with others		TIME2 - Talk comfortable about sex with others	
	C	%	C	%	C	%	C	%
very true	4	22.2%	10	55.6%	19	40.4%	23	45.1%
Kind of true	6	33.3%	4	22.2%	11	23.4%	13	25.5%
Not so true	2	11.1%	2	11.1%	2	4.3%	3	5.9%
Very untrue	6	33.3%	2	11.1%	15	31.9%	12	23.5%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Would lie for friend if asked		TIME2 - Would lie for friend if asked		TIME1 - Would lie for friend if asked		TIME2 - Would lie for friend if asked	
	C	%	C	%	C	%	C	%
very true			2	11.1%	4	8.2%	9	17.6%
Kind of true	5	27.8%	11	61.1%	8	16.3%	14	27.5%
Not so true	3	16.7%	1	5.6%	10	20.4%	8	15.7%
Very untrue	10	55.6%	4	22.2%	27	55.1%	20	39.2%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Having money, more important than friends		TIME2 - Having money, more important than friends		TIME1 - Having money, more important than friends		TIME2 - Having money, more important than friends	
	C	%	C	%	C	%	C	%
very true					9	18.4%	8	15.7%
Kind of true	3	16.7%	1	5.6%	5	10.2%	1	2.0%
Not so true	1	5.6%	2	11.1%			2	3.9%
Very untrue	14	77.8%	15	83.3%	35	71.4%	40	78.4%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Having girl/boy friend means should have sex		TIME2 - Having girl/boy friend means should have sex		TIME1 - Having girl/boy friend means should have sex		TIME2 - Having girl/boy friend means should have sex	
	C	%	C	%	C	%	C	%
very true	2	11.1%	2	11.1%	5	10.2%	4	7.8%
Kind of true			1	5.6%	2	4.1%	4	7.8%
Not so true			1	5.6%	1	2.0%	5	9.8%
Very untrue	16	88.9%	14	77.8%	41	83.7%	38	74.5%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Don't understand what a wet dream means		TIME2 - Don't understand what a wet dream means		TIME1 - Don't understand what a wet dream means		TIME2 - Don't understand what a wet dream means	
	C	%	C	%	C	%	C	%
very true	8	50.0%	5	27.8%	16	35.6%	17	33.3%
Kind of true					1	2.2%	5	9.8%
Not so true			2	11.1%	1	2.2%	3	5.9%
Very untrue	8	50.0%	11	61.1%	27	60.0%	26	51.0%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Rather be with friends than alone		TIME2 - Rather be with friends than alone		TIME1 - Rather be with friends than alone		TIME2 - Rather be with friends than alone	
	C	%	C	%	C	%	C	%
very true	9	50.0%	7	38.9%	22	44.9%	29	58.0%
Kind of true	7	38.9%	9	50.0%	12	24.5%	11	22.0%
Not so true	1	5.6%	1	5.6%	5	10.2%	8	16.0%
Very untrue	1	5.6%	1	5.6%	10	20.4%	2	4.0%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Man suppose to be head of house		TIME2 - Man suppose to be head of house		TIME1 - Man suppose to be head of house		TIME2 - Man suppose to be head of house	
	C	%	C	%	C	%	C	%
very true	8	44.4%	7	38.9%	13	26.5%	13	26.0%
Kind of true			5	27.8%	1	2.0%	9	18.0%
Not so true			2	11.1%			10	20.0%
Very untrue	10	55.6%	4	22.2%	35	71.4%	18	36.0%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Sometimes it's OK for man to beat his woman		TIME2 - Sometimes it's OK for man to beat his woman		TIME1 - Sometimes it's OK for man to beat his woman		TIME2 - Sometimes it's OK for man to beat his woman	
	C	%	C	%	C	%	C	%
very true	2	11.8%			10	21.3%		
Kind of true			1	5.6%			1	2.0%
Not so true			1	5.6%	1	2.1%	2	3.9%
Very untrue	15	88.2%	16	88.9%	36	76.6%	48	94.1%

Counting Your Assets

Comparing Friendships Variables - QF_2

	Control / Experimental							
	Control				Experimental			
	TIME1 - Important for both partners not to cheat on each other		TIME2 - Important for both partners not to cheat on each other		TIME1 - Important for both partners not to cheat on each other		TIME2 - Important for both partners not to cheat on each other	
	C	%	C	%	C	%	C	%
very true	17	100.0%	16	88.9%	43	91.5%	43	86.0%
Kind of true			1	5.6%			3	6.0%
Not so true					1	2.1%	1	2.0%
Very untrue			1	5.6%	3	6.4%	3	6.0%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - smoking cigarettes		TIME2 - smoking cigarettes		TIME1 - smoking cigarettes		TIME2 - smoking cigarettes	
	C	%	C	%	C	%	C	%
Used to	2	11.1%	2	11.1%	2	4.3%	4	7.8%
Once in a while	2	11.1%	1	5.6%	6	12.8%	12	23.5%
Often			1	5.6%				
Never	14	77.8%	14	77.8%	39	83.0%	35	68.6%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Smoking ganja		TIME2 - Smoking ganja		TIME1 - Smoking ganja		TIME2 - Smoking ganja	
	C	%	C	%	C	%	C	%
Used to	2	11.1%			2	4.2%	2	3.9%
Once in a while			2	11.1%			4	7.8%
Often			2	11.1%			1	2.0%
Never	16	88.9%	14	77.8%	46	95.8%	44	86.3%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Stealing money/things from family		TIME2 - Stealing money/things from family		TIME1 - Stealing money/things from family		TIME2 - Stealing money/things from family	
	C	%	C	%	C	%	C	%
Used to			2	11.1%	1	2.1%	5	9.8%
Once in a while	1	5.6%			4	8.3%	2	3.9%
Often					1	2.1%		
Never	17	94.4%	16	88.9%	42	87.5%	44	86.3%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Stealing money/things from other people		TIME2 - Stealing money/things from other people		TIME1 - Stealing money/things from other people		TIME2 - Stealing money/things from other people	
	C	%	C	%	C	%	C	%
Used to			1	5.6%	2	4.2%	4	8.0%
Once in a while					1	2.1%	2	4.0%
Often							1	2.0%
Never	18	100.0%	17	94.4%	45	93.8%	43	86.0%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Drinking beer, wine		TIME2 - Drinking beer, wine		TIME1 - Drinking beer, wine		TIME2 - Drinking beer, wine	
	C	%	C	%	C	%	C	%
Used to	1	5.6%			5	10.6%	2	3.9%
Once in a while	5	27.8%	13	72.2%	13	27.7%	35	68.6%
Often	1	5.6%			3	6.4%	2	3.9%
Never	11	61.1%	5	27.8%	26	55.3%	12	23.5%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Drinking hard liquor		TIME2 - Drinking hard liquor		TIME1 - Drinking hard liquor		TIME2 - Drinking hard liquor	
	C	%	C	%	C	%	C	%
Used to							2	3.9%
Once in a while	1	5.6%	5	27.8%	3	6.4%	3	5.9%
Often	2	11.1%			2	4.3%	1	2.0%
Never	15	83.3%	13	72.2%	42	89.4%	45	88.2%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Taking cocaine		TIME2 - Taking cocaine		TIME1 - Taking cocaine		TIME2 - Taking cocaine	
	C	%	C	%	C	%	C	%
Never	18	100.0%	18	100.0%	48	100.0%	50	100.0%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Taking an illegal drug by needle		TIME2 - Taking an illegal drug by needle		TIME1 - Taking an illegal drug by needle		TIME2 - Taking an illegal drug by needle	
	C	%	C	%	C	%	C	%
Never	18	100.0%	18	100.0%	48	100.0%	51	100.0%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Running away from home		TIME2 - Running away from home		TIME1 - Running away from home		TIME2 - Running away from home	
	C	%	C	%	C	%	C	%
Used to			1	5.6%	1	2.1%	1	2.0%
Once in a while	1	5.6%			1	2.1%	1	2.0%
Never	17	94.4%	17	94.4%	46	95.8%	49	96.1%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Driving a vehicle without license		TIME2 - Driving a vehicle without license		TIME1 - Driving a vehicle without license		TIME2 - Driving a vehicle without license	
	C	%	C	%	C	%	C	%
Used to			1	5.6%				
Once in a while			2	11.1%	2	4.2%	3	5.9%
Often							1	2.0%
Never	18	100.0%	15	83.3%	46	95.8%	47	92.2%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Gambling for money		TIME2 - Gambling for money		TIME1 - Gambling for money		TIME2 - Gambling for money	
	C	%	C	%	C	%	C	%
Used to					3	6.3%	2	3.9%
Once in a while			5	27.8%			8	15.7%
Often			1	5.6%				
Never	18	100.0%	12	66.7%	45	93.8%	41	80.4%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Being a member of a gang		TIME2 - Being a member of a gang		TIME1 - Being a member of a gang		TIME2 - Being a member of a gang	
	C	%	C	%	C	%	C	%
Used to					5	10.4%	4	8.0%
Once in a while					1	2.1%	1	2.0%
Often	1	5.6%	2	11.8%	1	2.1%	4	8.0%
Never	17	94.4%	15	88.2%	41	85.4%	41	82.0%

Counting Your Assets

Comparing Risk Taking Variables - QG

	Control / Experimental							
	Control				Experimental			
	TIME1 - Carrying a weapon		TIME2 - Carrying a weapon		TIME1 - Carrying a weapon		TIME2 - Carrying a weapon	
	C	%	C	%	C	%	C	%
Used to							5	9.8%
Once in a while			5	27.8%	5	10.6%	6	11.8%
Often	1	5.6%	2	11.1%	2	4.3%		
Never	17	94.4%	11	61.1%	40	85.1%	40	78.4%

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - Ja's. history/culture are as great as any other		TIME2 - Ja's. history/culture are as great as any other		TIME1 - Ja's. history/culture are as great as any other		TIME2 - Ja's. history/culture are as great as any other	
	C	%	C	%	C	%	C	%
very true	15	83.3%	17	94.4%	44	91.7%	43	84.3%
Kind of true			1	5.6%	1	2.1%	5	9.8%
Not so true							2	3.9%
Very untrue	3	16.7%			3	6.3%	1	2.0%

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - Patios is inferior to Standard English		TIME2 - Patios is inferior to Standard English		TIME1 - Patios is inferior to Standard English		TIME2 - Patios is inferior to Standard English	
	C	%	C	%	C	%	C	%
very true	12	66.7%	2	11.1%	22	44.9%	11	22.0%
Kind of true	1	5.6%	5	27.8%	5	10.2%	14	28.0%
Not so true			3	16.7%	3	6.1%	6	12.0%
Very untrue	5	27.8%	8	44.4%	18	36.7%	19	38.0%
11					1	2.0%		

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - Rather be with people of same race		TIME2 - Rather be with people of same race		TIME1 - Rather be with people of same race		TIME2 - Rather be with people of same race	
	C	%	C	%	C	%	C	%
very true	5	27.8%	5	27.8%	20	40.8%	20	39.2%
Kind of true	10	55.6%			17	34.7%	11	21.6%
Not so true			11	61.1%	2	4.1%	9	17.6%
Very untrue	3	16.7%	2	11.1%	10	20.4%	11	21.6%

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - Wouldn't want gay close friend		TIME2 - Wouldn't want gay close friend		TIME1 - Wouldn't want gay close friend		TIME2 - Wouldn't want gay close friend	
	C	%	C	%	C	%	C	%
very true	12	66.7%	13	72.2%	26	53.1%	28	54.9%
Kind of true	2	11.1%			12	24.5%	2	3.9%
Not so true	1	5.6%	1	5.6%	1	2.0%	2	3.9%
Very untrue	3	16.7%	4	22.2%	10	20.4%	19	37.3%

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - Laugh at retarded or mad people		TIME2 - Laugh at retarded or mad people		TIME1 - Laugh at retarded or mad people		TIME2 - Laugh at retarded or mad people	
	C	%	C	%	C	%	C	%
very true	2	11.1%			3	6.1%	3	5.9%
Kind of true	2	11.1%	4	22.2%	9	18.4%	11	21.6%
Not so true	5	27.8%	1	5.6%	11	22.4%	5	9.8%
Very untrue	9	50.0%	13	72.2%	26	53.1%	32	62.7%

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - Can't stand people in my area		TIME2 - Can't stand people in my area		TIME1 - Can't stand people in my area		TIME2 - Can't stand people in my area	
	C	%	C	%	C	%	C	%
very true	11	61.1%	5	27.8%	22	44.9%	9	17.6%
Kind of true	4	22.2%	8	44.4%	12	24.5%	14	27.5%
Not so true	2	11.1%	2	11.1%	4	8.2%	12	23.5%
Very untrue	1	5.6%	3	16.7%	11	22.4%	16	31.4%

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - All people have equal rights		TIME2 - All people have equal rights		TIME1 - All people have equal rights		TIME2 - All people have equal rights	
	C	%	C	%	C	%	C	%
very true	15	83.3%	15	83.3%	36	73.5%	31	60.8%
Kind of true	2	11.1%	1	5.6%	4	8.2%	6	11.8%
Not so true			1	5.6%	4	8.2%	6	11.8%
Very untrue	1	5.6%	1	5.6%	5	10.2%	8	15.7%

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - Rastafarianism is equal to any other religion		TIME2 - Rastafarianism is equal to any other religion		TIME1 - Rastafarianism is equal to any other religion		TIME2 - Rastafarianism is equal to any other religion	
	C	%	C	%	C	%	C	%
very true	4	22.2%	9	50.0%	15	30.6%	25	49.0%
Kind of true			1	5.6%	1	2.0%	8	15.7%
Not so true	4	22.2%	3	16.7%	13	26.5%	6	11.8%
Very untrue	10	55.6%	5	27.8%	20	40.8%	12	23.5%

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - Ballet is higher dance form than folk		TIME2 - Ballet is higher dance form than folk		TIME1 - Ballet is higher dance form than folk		TIME2 - Ballet is higher dance form than folk	
	C	%	C	%	C	%	C	%
very true	4	25.0%	4	22.2%	18	37.5%	8	15.7%
Kind of true	3	18.8%	2	11.1%	6	12.5%	8	15.7%
Not so true	6	37.5%	6	33.3%	8	16.7%	8	15.7%
Very untrue	3	18.8%	6	33.3%	16	33.3%	27	52.9%

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - Going to obeah doctor is a sin		TIME2 - Going to obeah doctor is a sin		TIME1 - Going to obeah doctor is a sin		TIME2 - Going to obeah doctor is a sin	
	C	%	C	%	C	%	C	%
very true	11	61.1%	17	94.4%	29	59.2%	32	62.7%
Kind of true	3	16.7%			7	14.3%	3	5.9%
Not so true	3	16.7%			8	16.3%	3	5.9%
Very untrue	1	5.6%	1	5.6%	5	10.2%	13	25.5%

Counting Your Assets

Comparing WiderWorld Variables - QH

	Control / Experimental							
	Control				Experimental			
	TIME1 - Very proud to be from your community		TIME2 - Very proud to be from your community		TIME1 - Very proud to be from your community		TIME2 - Very proud to be from your community	
	C	%	C	%	C	%	C	%
very true	11	68.8%	11	61.1%	33	73.3%	39	76.5%
Kind of true	1	6.3%	1	5.6%	5	11.1%	11	21.6%
Not so true	1	6.3%	2	11.1%	4	8.9%	1	2.0%
Very untrue	3	18.8%	4	22.2%	3	6.7%		

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME 1 - Your family is very proud of you		TIME2 - Your family is very proud of you		TIME 1 - Your family is very proud of you		TIME2 - Your family is very proud of you	
	C	%	C	%	C	%	C	%
very true	16	88.9%	9	50.0%	40	83.3%	45	88.2%
Kind of true			7	38.9%	3	6.3%	5	9.8%
Not so true			2	11.1%	1	2.1%	1	2.0%
Very untrue	2	11.1%			4	8.3%		

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Your friends see you as a leader		TIME2 - Your friends see you as a leader		TIME1 - Your friends see you as a leader		TIME2 - Your friends see you as a leader	
	C	%	C	%	C	%	C	%
very true	5	27.8%	10	55.6%	16	32.7%	15	29.4%
Kind of true	3	16.7%	5	27.8%	13	26.5%	22	43.1%
Not so true	2	11.1%	2	11.1%	4	8.2%	5	9.8%
Very untrue	8	44.4%	1	5.6%	16	32.7%	9	17.6%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - You often get into fights or arguments		TIME2 - You often get into fights or arguments		TIME1 - You often get into fights or arguments		TIME2 - You often get into fights or arguments	
	C	%	C	%	C	%	C	%
very true	1	5.6%	5	27.8%	7	14.3%	6	11.8%
Kind of true	3	16.7%	7	38.9%	10	20.4%	7	13.7%
Not so true	5	27.8%	1	5.6%	14	28.6%	11	21.6%
Very untrue	9	50.0%	5	27.8%	18	36.7%	27	52.9%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Afraid to speak how you feel to adults		TIME2 - Afraid to speak how you feel to adults		TIME1 - Afraid to speak how you feel to adults		TIME2 - Afraid to speak how you feel to adults	
	C	%	C	%	C	%	C	%
very true	3	16.7%	4	22.2%	13	26.5%	20	39.2%
Kind of true	4	22.2%	1	5.6%	12	24.5%	11	21.6%
Not so true	1	5.6%	3	16.7%	3	6.1%	7	13.7%
Very untrue	10	55.6%	10	55.6%	21	42.9%	13	25.5%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - A very happy person		TIME2 - A very happy person		TIME1 - A very happy person		TIME2 - A very happy person	
	C	%	C	%	C	%	C	%
very true	14	77.8%	8	44.4%	33	67.3%	30	58.8%
Kind of true	4	22.2%	5	27.8%	11	22.4%	15	29.4%
Not so true			4	22.2%	4	8.2%	3	5.9%
Very untrue			1	5.6%	1	2.0%	3	5.9%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Parents/guardian don't understand you		TIME2 - Parents/guardian don't understand you		TIME1 - Parents/guardian don't understand you		TIME2 - Parents/guardian don't understand you	
	C	%	C	%	C	%	C	%
very true	4	22.2%	2	11.1%	12	24.5%	12	23.5%
Kind of true	5	27.8%	7	38.9%	15	30.6%	12	23.5%
Not so true			1	5.6%	1	2.0%	6	11.8%
Very untrue	9	50.0%	7	38.9%	21	42.9%	21	41.2%
21			1	5.6%				

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Tell the truth all the time		TIME2 - Tell the truth all the time		TIME1 - Tell the truth all the time		TIME2 - Tell the truth all the time	
	C	%	C	%	C	%	C	%
very true	3	16.7%	2	11.1%	7	14.3%		
Kind of true	6	33.3%	4	22.2%	21	42.9%	21	41.2%
Not so true	1	5.6%	9	50.0%	9	18.4%	22	43.1%
Very untrue	8	44.4%	3	16.7%	12	24.5%	8	15.7%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Wish you were someone else most day		TIME2 - Wish you were someone else most day		TIME1 - Wish you were someone else most day		TIME2 - Wish you were someone else most day	
	C	%	C	%	C	%	C	%
very true	6	33.3%	7	38.9%	19	38.8%	16	31.4%
Kind of true	4	22.2%	3	16.7%	13	26.5%	9	17.6%
Not so true			3	16.7%	2	4.1%	6	11.8%
Very untrue	8	44.4%	5	27.8%	15	30.6%	20	39.2%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Have many friends		TIME2 - Have many friends		TIME1 - Have many friends		TIME2 - Have many friends	
	C	%	C	%	C	%	C	%
very true	9	50.0%	11	61.1%	34	69.4%	43	84.3%
Kind of true	2	11.1%	6	33.3%	8	16.3%	4	7.8%
Not so true	4	22.2%			4	8.2%	1	2.0%
Very untrue	3	16.7%	1	5.6%	3	6.1%	3	5.9%

Counting Your Assets

Tables

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Very creative		TIME2 - Very creative		TIME1 - Very creative		TIME2 - Very creative	
	C	%	C	%	C	%	C	%
very true	10	55.6%	8	44.4%	27	55.1%	25	49.0%
Kind of true	3	16.7%	4	22.2%	10	20.4%	14	27.5%
Not so true	3	16.7%	2	11.1%	8	16.3%	4	7.8%
Very untrue	2	11.1%	4	22.2%	4	8.2%	8	15.7%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Generally a shy person		TIME2 - Generally a shy person		TIME1 - Generally a shy person		TIME2 - Generally a shy person	
	C	%	C	%	C	%	C	%
very true	8	44.4%	6	33.3%	25	51.0%	20	39.2%
Kind of true	3	16.7%	4	22.2%	9	18.4%	15	29.4%
Not so true	1	5.6%	1	5.6%	1	2.0%	7	13.7%
Very untrue	6	33.3%	7	38.9%	14	28.6%	9	17.6%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Stick to a job until finish		TIME2 - Stick to a job until finish		TIME1 - Stick to a job until finish		TIME2 - Stick to a job until finish	
	C	%	C	%	C	%	C	%
very true	14	77.8%	9	50.0%	33	67.3%	26	51.0%
Kind of true	3	16.7%	5	27.8%	12	24.5%	13	25.5%
Not so true	1	5.6%	2	11.1%	2	4.1%	6	11.8%
Very untrue			2	11.1%	2	4.1%	6	11.8%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Wish you lived in another country		TIME2 - Wish you lived in another country		TIME1 - Wish you lived in another country		TIME2 - Wish you lived in another country	
	C	%	C	%	C	%	C	%
very true	7	38.9%	6	33.3%	16	32.7%	16	31.4%
Kind of true	2	11.1%	6	33.3%	10	20.4%	10	19.6%
Not so true	1	5.6%	1	5.6%	3	6.1%	7	13.7%
Very untrue	8	44.4%	5	27.8%	20	40.8%	18	35.3%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Do what knows supposed to do		TIME2 - Do what knows supposed to do		TIME1 - Do what knows supposed to do		TIME2 - Do what knows supposed to do	
	C	%	C	%	C	%	C	%
very true	10	55.6%	9	50.0%	28	57.1%	17	33.3%
Kind of true	4	22.2%	5	27.8%	15	30.6%	15	29.4%
Not so true	1	5.6%	3	16.7%	2	4.1%	12	23.5%
Very untrue	3	16.7%	1	5.6%	4	8.2%	7	13.7%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Wish you were the opposite sex		TIME2 - Wish you were the opposite sex		TIME1 - Wish you were the opposite sex		TIME2 - Wish you were the opposite sex	
	C	%	C	%	C	%	C	%
very true	4	22.2%	2	11.1%	11	22.4%	1	2.0%
Kind of true			1	5.6%	4	8.2%	7	13.7%
Not so true							2	3.9%
Very untrue	14	77.8%	15	83.3%	34	69.4%	41	80.4%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Have only 1 or 2 really close friends		TIME2 - Have only 1 or 2 really close friends		TIME1 - Have only 1 or 2 really close friends		TIME2 - Have only 1 or 2 really close friends	
	C	%	C	%	C	%	C	%
very true	10	55.6%	8	44.4%	26	53.1%	27	52.9%
Kind of true			4	22.2%	1	2.0%	6	11.8%
Not so true	4	22.2%	1	5.6%	5	10.2%	1	2.0%
Very untrue	4	22.2%	5	27.8%	17	34.7%	17	33.3%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Always keep your promises		TIME2 - Always keep your promises		TIME1 - Always keep your promises		TIME2 - Always keep your promises	
	C	%	C	%	C	%	C	%
very true	9	50.0%	8	44.4%	19	38.8%	18	35.3%
Kind of true	6	33.3%	6	33.3%	19	38.8%	19	37.3%
Not so true	1	5.6%	2	11.1%	4	8.2%	7	13.7%
Very untrue	2	11.1%	2	11.1%	7	14.3%	7	13.7%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Wish you had different type of hair		TIME2 - Wish you had different type of hair		TIME1 - Wish you had different type of hair		TIME2 - Wish you had different type of hair	
	C	%	C	%	C	%	C	%
very true	7	38.9%	4	22.2%	21	42.9%	9	17.6%
Kind of true	1	5.6%	4	22.2%	5	10.2%	3	5.9%
Not so true					2	4.1%	5	9.8%
Very untrue	10	55.6%	10	55.6%	21	42.9%	34	66.7%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Often get blame for things you do not do		TIME2 - Often get blame for things you do not do		TIME1 - Often get blame for things you do not do		TIME2 - Often get blame for things you do not do	
	C	%	C	%	C	%	C	%
very true	10	55.6%	7	38.9%	22	44.9%	24	47.1%
Kind of true	2	11.1%	3	16.7%	11	22.4%	16	31.4%
Not so true	1	5.6%	3	16.7%	3	6.1%	8	15.7%
Very untrue	5	27.8%	5	27.8%	13	26.5%	3	5.9%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Give up easily		TIME2 - Give up easily		TIME1 - Give up easily		TIME2 - Give up easily	
	C	%	C	%	C	%	C	%
very true	6	33.3%	1	5.6%	16	32.7%	9	17.6%
Kind of true					6	12.2%	8	15.7%
Not so true	2	11.1%	1	5.6%	7	14.3%	8	15.7%
Very untrue	10	55.6%	16	88.9%	20	40.8%	26	51.0%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Like the way your body looks		TIME2 - Like the way your body looks		TIME1 - Like the way your body looks		TIME2 - Like the way your body looks	
	C	%	C	%	C	%	C	%
very true	15	83.3%	12	66.7%	38	77.6%	37	72.5%
Kind of true	1	5.6%	3	16.7%	4	8.2%	5	9.8%
Not so true	1	5.6%			4	8.2%	3	5.9%
Very untrue	1	5.6%	3	16.7%	3	6.1%	6	11.8%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Prefer to keep feelings to yourself		TIME2 - Prefer to keep feelings to yourself		TIME1 - Prefer to keep feelings to yourself		TIME2 - Prefer to keep feelings to yourself	
	C	%	C	%	C	%	C	%
very true	10	55.6%	9	50.0%	28	57.1%	37	72.5%
Kind of true	5	27.8%	6	33.3%	8	16.3%	10	19.6%
Not so true	2	11.1%	2	11.1%	3	6.1%	1	2.0%
Very untrue	1	5.6%	1	5.6%	10	20.4%	3	5.9%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Ovoid fights whenever possible		TIME2 - Ovoid fights whenever possible		TIME1 - Ovoid fights whenever possible		TIME2 - Ovoid fights whenever possible	
	C	%	C	%	C	%	C	%
very true	13	76.5%	10	55.6%	28	57.1%	32	62.7%
Kind of true	3	17.6%	5	27.8%	13	26.5%	9	17.6%
Not so true			2	11.1%	4	8.2%	4	7.8%
Very untrue	1	5.9%	1	5.6%	4	8.2%	6	11.8%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Trust boys more than girls		TIME2 - Trust boys more than girls		TIME1 - Trust boys more than girls		TIME2 - Trust boys more than girls	
	C	%	C	%	C	%	C	%
very true	6	33.3%	8	44.4%	13	27.1%	13	25.5%
Kind of true	2	11.1%	2	11.1%	8	16.7%	9	17.6%
Not so true	1	5.6%	3	16.7%	6	12.5%	11	21.6%
Very untrue	9	50.0%	5	27.8%	21	43.8%	18	35.3%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Wish skin was a different colour		TIME2 - Wish skin was a different colour		TIME1 - Wish skin was a different colour		TIME2 - Wish skin was a different colour	
	C	%	C	%	C	%	C	%
very true	5	27.8%	1	5.6%	16	32.7%	5	9.8%
Kind of true	3	16.7%	1	5.6%	6	12.2%	5	9.8%
Not so true			1	5.6%	2	4.1%	4	7.8%
Very untrue	10	55.6%	15	83.3%	25	51.0%	37	72.5%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - People like you when first meet you		TIME2 - People like you when first meet you		TIME1 - People like you when first meet you		TIME2 - People like you when first meet you	
	C	%	C	%	C	%	C	%
very true	12	66.7%	9	50.0%	27	55.1%	30	58.8%
Kind of true	4	22.2%	7	38.9%	17	34.7%	17	33.3%
Not so true	1	5.6%	1	5.6%			3	5.9%
Very untrue	1	5.6%			5	10.2%	1	2.0%
11			1	5.6%				

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Know all about what menstruation means		TIME2 - Know all about what menstruation means		TIME1 - Know all about what menstruation means		TIME2 - Know all about what menstruation means	
	C	%	C	%	C	%	C	%
very true	9	52.9%	11	61.1%	26	55.3%	2	52.9%
Kind of true	1	5.9%	3	16.7%			6	11.8%
Not so true			1	5.6%	3	6.4%	1	2.0%
Very untrue	7	41.2%	3	16.7%	18	38.3%	17	33.3%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Like being yourself		TIME2 - Like being yourself		TIME1 - Like being yourself		TIME2 - Like being yourself	
	C	%	C	%	C	%	C	%
very true	4	22.2%	8	44.4%	11	22.4%	15	30.0%
Kind of true	9	50.0%	6	33.3%	17	34.7%	14	28.0%
Not so true	1	5.6%	3	16.7%	2	4.1%	9	18.0%
Very untrue	4	22.2%	1	5.6%	19	38.8%	12	24.0%

Counting Your Assets

Comparing Self Variables - QE

	Control / Experimental							
	Control				Experimental			
	TIME1 - Life so far has been very happy		TIME2 - Life so far has been very happy		TIME1 - Life so far has been very happy		TIME2 - Life so far has been very happy	
	C	%	C	%	C	%	C	%
very true	10	55.6%	6	33.3%	26	53.1%	29	56.9%
Kind of true	7	38.9%	6	33.3%	18	36.7%	15	29.4%
Not so true			5	27.8%	1	2.0%	5	9.8%
Very untrue	1	5.6%	1	5.6%	4	8.2%	2	3.9%

Counting Your Assets